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ABSTRACT

This training manual on child management consists of eight workshops for day care center staff. Workshops focus on (1) communications skills useful in working with children; (2) the nature of discipline; (3) positive approaches to guiding children's behavior; (4) natural and logical consequences; (5) ways of dealing with problem behavior; (6) the development of values in young children; (7) the development of social skills; and (8) classroom management. Each workshop is structured to include sections concerning purpose, objectives, overview, materials, instructional procedure, additional suggested activities, competency evaluation, resources, and supplemental materials. (RH)

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# AN OUNCE OF PREVENTION: CHILD MANAGEMENT

Edited by Barbara Merrill, M.A.

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**Developed by the Training in Abuse Prevention Project through a grant funded by the West Virginia Department of Human Services**

# TRAINING IN ABUSE PREVENTION PROJECT

A cooperative effort of:

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## PREFACE

An Ounce of Prevention: Child Management is one of a series of three training manuals developed for day care center staff by the Training in Abuse Prevention project through a grant from the West Virginia Department of Human Services. Monies allocated by the United States Congress to train child care workers provided the necessary funds for this project.

The primary goal of the TAP project was to improve the quality of life for children in day care centers by helping center staff to gain expertise in behavior management techniques, by increasing directors' administrative capabilities in selecting and training staff, and by providing relevant informational materials to directors, staff and parents concerning child care and child abuse. In addition to the administrative guide and two training manuals on child management and prevention of abuse, four brochures were developed for parents and distributed through licensed day care centers in West Virginia. Eight regional seminars were held throughout the state. The primary purpose of the seminars was to train directors and lead teachers to conduct in-service sessions for their staff using the TAP training manuals.

This training manual on child management consists of eight workshops for day care center staff. Communication

skills useful in working with children are described. Discipline is defined, and positive discipline techniques are explained in detail. Suggestions concerning the use of these techniques in managing problem behaviors of children are provided. The development of both values and social skills in children is discussed. Finally, ideas are offered for managing the classroom in order to minimize behavior problems.

Each workshop includes the following sections:

- Purpose
- Objectives
- Overview
- Materials
- Procedure - Information to be presented during the workshop and the methods of presentation.
- Additional Suggested Activities - Activities which could supplement the workshop if more time is available or additional experiences are needed or desired.
- Competency Evaluation - Checklist for the trainer as to whether all material has been covered in the workshop and all competencies attained by the participants.
- Resources - Written materials which contain additional information about the workshop topics.
- Appendices - Handouts or supplemental information used in the workshop or additional activities.

It is hoped that trainers will be flexible in using the materials in this manual. Workshops will need to be adapted to the time available, size of the group, and needs of the participants.

## ABOUT THE AUTHORS

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Photographs were taken at the Davis Creek Nazarene Day Nursery (South Charleston, West Virginia) and the Dunbar Preschool Child Care Center (Dunbar, West Virginia).

Photography by Larry McLaughlin.

## Communication Skills

# COMMUNICATION SKILLS

By Linda L. Cooper, R.N., M.S.N.

## PURPOSE

The purpose of the Communication Skills workshop is to provide a learning experience for day care center staff in which they will:

1. Become more aware of the importance of positive communication skills between themselves and others, with emphasis upon communicating with the children for whom they care;
2. Receive information about positive communication skills and have an opportunity to practice these skills; and
3. Receive information about handling their own anger in a constructive way while communicating with the children in their work setting.

## OBJECTIVES

At the completion of the Communication Skills workshop, day care center staff will be able to:

1. Know the importance of positive communication skills between themselves and others, especially with the children for whom they care.
2. Understand the meaning of positive communication.
3. Recognize the roadblocks to positive communication with others.

4. Determine ownership of specific problem situations.
5. Demonstrate appropriate use of the communication skills of active listening and I-messages.
6. Understand anger as a healthy emotion and deal with it positively in their work setting.

OVERVIEW

During the Communication Skills workshop, you will:

1. Present and discuss information on the importance of using positive communication skills with co-workers, parents, and children.
2. Present and discuss examples of roadblocks to positive communication.
3. Present the concept of problem ownership and provide the group with the experience of determining problem ownership in specific examples of communicating with children.
4. Present the communication skills of active listening and I-messages. Encourage the group to determine when these skills may be effectively used and how to use them.
5. Present and discuss anger as an important and healthy emotion, and offer specific ways of dealing with it in the day care setting.

MATERIALS

1. Seven posters:
   - Purposes of Communication Skills Workshop,

- Roadblocks to Communication,
- Active Listening,
- Problem Ownership,
- I-Messages,
- Healthy Messages About Anger, and
- Invitations to High Self-Esteem.

(See Appendix 1 for content of posters. These may be printed on newsprint pad or posterboard).

2. Two sets of index cards to be used in role-play exercises for practicing active listening and I-messages. (See Appendix 2 for content of card sets. These may be printed on index cards).

3. Newsprint pad and felt-tip marker.

PROCEDURE

THE IMPORTANCE OF POSITIVE COMMUNICATION SKILLS IN A DAY CARE SETTING

1. Introduce this topic by presenting the following information:

As a day care worker, you assume a most important role in the lives of the children for whom you care and their parents. You have the opportunity to establish a positive and significant relationship with both. The way you communicate with others in your work setting is an important part of building these positive relationships. The purposes of today's workshop will be (use Poster 1):

- To explore together the meaning of positive communication and its importance in your work setting.
- To share information on specific communication skills, including;

* roadblocks to communications,
* active listening,
* problem ownership,
* I-messages,
* handling your own anger in your work setting.

- To practice the use of positive communication skills.

2. Present the following information in lecture form:

The ways in which we communicate with others often are reflections of how we feel about ourselves, others, and life in general. A well known author on communication skills, Virginia Satir, has called communicating "the umbrella that covers our relationships with others". It is within our families and other significant early relationships that we learn to communicate with others. Your communications with parents and children can show attitudes of acceptance, love, and understanding, or conversely, can reflect blame, judgment, and lack of concern. Satir has written that children will have high self esteem (meaning they will feel good about themselves) in families and groups where:

- differences are appreciated,
- mistakes are tolerated,
- communication is open, and
- rules are flexible.

As day care staff, you have an important opportunity to positively influence the ways in which children view themselves, others, and their world through your communications with them.

In talking about ways to communicate with children, it is important to think of the different ways we send our messages, such as:

- tone of voice,
- facial expression,
- body posture, and
- words.

3. Ask the group to give an example of sending one message with words and a different message with their:

- tone of voice
- facial expression, or
- body posture.

If no one offers an example, you may use:

Words: "I'm not mad at you!"

Tone: (angry)

Facial Expression: (brows wrinkled, eyes angry, jaw set forward)

Body Posture: (tense shoulders, hands fisted)

Make the point that it is important to remember that our "whole being" communicates and not just our words.

4. Ask the group this question: "What is positive communication, particularly in the context of working with children?" (Put answers on newsprint.)

Offer this information about positive communication if not mentioned by the group:

- Reflects the attitude that the child is okay -- that you accept him.
- Shows understanding and acceptance of the child's stage of development. This means that you don't expect more from a child than she is physically or mentally able to do because of her age or level of development.
- Shows attitudes of caring and concern.

- Matches facial expression, tone of voice, and body posture with words.

## ROADBLOCKS TO COMMUNICATION

1. <u>Present the following information, using Poster 2:</u>

There are many roadblocks which get in the way of positive communication with children. Many of us learned quite early that there were feelings that were not appropriate for us to express. However, feelings are as much a part of us as are our arms and legs. We can't help how we feel, but we can learn positive ways to deal with our feelings.

When we are not comfortable with handling feelings, we use what are called "roadblocks" in the ways we communicate. Some of these roadblocks are:

- Ordering, commanding
- Indifference
- Judging, criticizing, blaming
- Sarcasm, ridicule
- Lecturing, advising
- Warning, threatening
- Analyzing, probing
- Reassuring, sympathizing
- Persuading, arguing
- Moralizing, preaching

Imagine a day care teacher saying to the center director, "I can't stand working with "so-and-so" anymore! She's always on my back about something." The director might respond:

- "Well, you'll need to work things out! We can't have those kinds of problems here!" (ordering)

- "I don't have the time or energy right now to even think about that kind of problem!" (indifference)

- "Well, you haven't been in a very good mood, either! Maybe you'd better think about the way you've been speaking to her!" (blaming)

(Ask group what they think of these responses.) These kinds of responses are called closed responses, because they don't encourage people to respond openly with their feelings.

2. Ask the group to tell the type of roadblock being used in the following responses:

- "I don't want to stay here! I want to go home!" RESPONSE: "Oh, don't feel that way! It's fun here!" (persuading, arguing)

- "Jimmy won't give me my blanket!" RESPONSE: "You're too old to need that old blanket anyway!" (moralizing, preaching)

- "I'm never going to play with him again!" RESPONSE: "I don't blame you! He's a pill today!" (sympathizing)

## ACTIVE LISTENING

1. Present in lecture form the following information:

Active listening is a positive way to respond to a feeling and/or problem a child brings to you. It shows the child that you hear her, respect her and accept her feelings. Often, the child who presents a problem to you does not understand what it is she is actually feeling. Through active listening, you can help the child identify the emotions she is feeling and associate those emotions with their causes. This then helps her to understand herself better and to move on to solving her problems.

2. Using Poster 3, present the following steps to active listening:

- Child sends a clue in words, manner, tone, or bodily expression that he has a problem. (Example: "I'll never play with Robbie again!")
- Day care worker interprets and feeds back feelings to the child. (Example: "You're really angry at Robbie because of something he did!")
- Child agrees with feedback and goes on, or disagrees with feedback and tries to send a clearer message. (Example: "Yea, I'm really mad at him!")

3. Ask the group what advantages they think there might be to using active listening with a child.

Present the following advantages if not offered by group:

- Active listening provides a mirror in which the child may see herself more clearly, and be more in touch with her feelings.
- Once a child is in touch with the feeling, he may more easily move on to solving his problem.
- Active listening gives the child the message that she is accepted, and that you believe in her ability to deal with her problem.

4. Using Set 1 of the index cards (Appendix 2), lead the group in a role play exercise, using the following steps:

a. Divide the group into pairs.

b. Give each pair 1 or 2 cards.

c. Allow 2 - 3 minutes for pairs to practice active listening responses. Do one or two as examples for the group. Below are examples of appropriate responses to the statements on the cards:

"Maria keeps bugging us! She's a pest! We want to play by ourselves!" (Age 6) RESPONSE: "You're angry with Maria because she's messing up your play with your friends."

"You're the meanest person in the world!" (Age 5) RESPONSE: "You're angry with me because....."

"I want Mommy!" (Age 3, crying) RESPONSE: "You're sad because Mom had to leave."

"Look at me! I can do it!" (Age 6) RESPONSE: "You're so happy because you did it."

"They won't let me play!" (Age 4) RESPONSE: "You're feeling really left out because they won't let you join in."

"I'm not going out on the playground! You can't make me!" (Age 7) RESPONSE: "You seem afraid to go out on the playground today."

"I don't want to play that game! Jimmy is too mean!" (Age 5) RESPONSE: "You're feeling afraid that Jimmy might pick on you."

"Ginny stole my crayons! I hate her!" (Age 4) RESPONSE: "You're so angry with Ginny because she took something that's yours."

d. After the group has practiced active listening responses in pairs, have each pair read the card and share the active listening response with the entire group.

5. <u>Share the following information about active listening:</u>

When adults first begin using active listening, they often say that they feel awkward or phony. It is natural to feel uncomfortable when first using any newly-learned skill. It is important to know, also, that active listening is different from parroting a child's words back to him. A parroting

response simply repeats the child's words and bounces them back to the child. Example:

> Child: "I don't want to go on the field trip!"
> Teacher: "You really don't want to go on the field trip!" (parroting response)
> Teacher: "You're afraid to go on the field trip and be in a new place away from school." (active listening response)

Also, children do not immediately "open up" to you as soon as you begin using active listening. It may take a while for a child to respond, especially one whose feelings and thoughts had not been accepted and understood in the past.

Once a child is helped to understand her feelings and thoughts, you may find her quickly moving into problem-solving. Problem-solving is the process of dealing with the problem which the communicator (the child) and the listener (the day care worker) have brought into focus through active listening. Problem-solving involves: identifying the problem (which is hopefully the outcome of active listening), exploring possible solutions, and choosing the most desirable solution. Remember, the most important message you give to children when you actively listen is that you accept them and believe in their ability to deal with their feelings and problems.

1. Present the following information:

In a day care center, you are confronted daily with many problems concerning the children. Each time you have to deal with a problem, you must first decide who is actually experiencing the problem -- you, or the child. This is called problem ownership.

2. Using Poster 4, present the following information:

When it comes to children's behaviors and responses, there are two basic attitudes that you as day care staff may have: acceptance and unacceptance. An example of a behavior I feel accepting toward may be that a child comes to me crying, "My tummy hurts!" An example of a behavior I feel unaccepting toward may be that a child consistently knocks down other children's blocks.

You may also think of behaviors and responses as falling into three problem areas: child owns problem, no problem, and day care staff owns problem. The following examples may make this concept clear:

- Child comes to you saying, "Jimmy hit me!" (Child's problem -- child can use your help to solve problem).
- Child says, "I love this sandwich!" (No problem).
- Child consistently bites other children. (Your problem -- you must do something about this).

When the behaviors and responses of the child are acceptable to you, but the child seems to have a problem, then active listening would be an appropriate response. When the child owns the problem, active listening helps the child to identify her feeling, to better understand her problem, and then to move on to solving her problem. If you do decide that the problem is the child's to own, this does not mean that you should show no concern. Instead, you should assist the child to deal with the problem in a supportive, caring way.

When the child's behaviors and responses are acceptable and neither you nor the child has a problem, active listening would again be an appropriate response if you want to say something positive to the child. (For example, "I'm glad you really like peanut butter sandwiches!")

When you do not feel accepting of the child's behaviors and/or responses, you own the problem. The appropriate communication skill to use would be an I-message, which we will discuss next.

3. <u>Practice deciding who owns a problem by reading the following examples and asking the group to respond with who owns the problem.</u>

- Child (age 5) screams, "I hate you!" (Child's problem)
- Child (age 2) bites other children in class (Staff's problem)
- Child (age 2) throws food at lunch table (Staff's problem)

- Child (age 4) cries as Mom leaves (Child's problem)
- Child's (age 6) dog dies (Child's problem)
- Child (age 3) says, "It's my birthday!" (No problem)
- Child (age 4) sticks bubblegum under tables (Staff's problem)
- Child (age 6) feels left out when friends decide to play without him (Child's problem)
- Child (age 5) disrupts storytime (Staff's problem)
- Child (age 4) proudly shows you art work (No problem)

In summary, if the child is having trouble meeting a need, but it does not interfere with you, then the child owns the problem. Active listening is the communication skill to use. If the child's behavior interferes with your needs or the needs of others, then it is your problem. An I-message is an appropriate communication skill to use in this instance. If the child's behaviors are acceptable to you and do not interfere with your needs, then there is no problem. Again, active listening may be used for encouragement.

## I-MESSAGES

1. <u>Present the following information, using Poster 5:</u>
   - I-messages are messages which you give to another person when you own the problem. An I-message is a way to tell another person how you honestly feel about a situation. Telling the other person how you feel is important for two reasons: you feel better having expressed your feelings and,

hopefully, their behavior will change if they care about your feelings.

- There are three parts to an I-message:

  a. A description of the behavior that is creating the problem for you.

  b. How you are feeling.

  c. A summary of the effect the behavior has upon you (such as lost time and energy, preventing you from doing something, assaulting your body senses, causing loss of use or enjoyment).

- An example may make I-messages clearer. The problem is that the children are misbehaving when you are trying to read them a story. An I-message would be:

  a. "When you talk and laugh while I'm trying to read you a story...." (Behavior)
  b. "I feel annoyed...." (Feeling)
  c. "Because I am having a hard time reading over the noise!" (Effect)

- There are a few points to make about using I-messages:

  * There is a big difference between an "I-message" and a "You-message". A you-message blames a child for a behavior and is critical of the child. An example of a you-message would be: "You are disrupting circle time again. Stop!" A you-message focuses only on the child. An I-message focuses upon you; it does not place blame. An I-message in this example might be: "When you pinch other children during circle time, I feel angry because no one else can pay attention."

  * When you put an I-message together it is important to simply describe the behavior, not to put it into blameful words. An example of a behavior which places blame would be: "There you go.... talking and laughing like always while I'm trying to read you a story!" Words like 'always' and 'never' usually make a blameful statement.

* It is usually the effect or result of the behavior that affects you more than the behavior itself. That is why it is important to state the consequence of what a child is doing. Children need to learn to predict the results of their behavior and its impact on others. In the example of the children disrupting story time, it is the difficulty you have reading to them which upsets you, not the talking and laughter.

2. Using the second set of index cards (Appendix 2), lead the group in a role play exercise to practice I-messages:

a. Divide the group into pairs.

b. Give each pair 1 or 2 cards.

c. Allow 2 - 3 minutes for pairs to practice I-message responses. (If the group needs help, do 1 or 2 as examples before they begin the exercise). Below are examples of I-message responses to the problems on the index cards:

* Child (age 5) scribbles on table with crayon. SAMPLE RESPONSE: "When I see you scribbling on the table, I feel angry with you because it takes a lot of time and energy to clean it up and sometimes crayon doesn't clean off wood very well!"

* Mrs. Smith, a parent, comes to class to help with a special activity. Children behave rudely by talking and fighting with one another. SAMPLE RESPONSE: "When you behave like this, I feel very disappointed with you because you are making it very difficult for Mrs. Smith to help you with this activity."

* Beth bites Jimmy (both age 3). SAMPLE RESPONSE: "Beth, when you bite Jimmy I feel angry because you really hurt him!"

* Bobby (age 6) repeatedly leaves boots outside his locker where people might trip over them. SAMPLE RESPONSE: "Bobby, I feel very annoyed when you leave your boots in the path where people walk because we may trip over them!"

* Toddler (age 16 months) repeatedly kicks you

when you're trying to change his diaper. SAMPLE RESPONSE: "Johnny, that hurts me! I feel angry when you kick me!"

d. After pairs have practiced I-messages/responses, have each pair read their card and share their responses with the group.

3. Ask the group what advantages they see in using I-messages. Present the following advantages:

- "I-messages" are less apt to invite children to fight with you than "you-messages" because you are not accusing them.
- I-messages make the child responsible for changing her behavior.
- I-messages help the child know and experience you.
- I-messages help you know and experience yourself through identifying and expressing your feelings.

## HANDLING OUR OWN ANGER

1. Present the following information:

Anger is a most important emotion felt by each of us and the children for whom we care. Often, anger is an emotion which many adults have difficulty expressing in a clear, safe, and healthy way. One important reason for this lies in our beliefs about anger.

2. Ask the group: "What are some of your beliefs about anger?" (Write these on newsprint.)

Make sure these common beliefs about anger are listed:

- I can't think when I'm angry.
- I'm afraid of other people's anger.

- I'm afraid of my own anger.
- Anger is a bad emotion and people shouldn't be angry.

3. Ask the group: "What are some things you do when you're very angry?" (List on newsprint.)

Discuss each method of dealing with anger in terms of its consequences and its healthiness. Offer these examples as positive things to do with their anger:

At Work

Get out the clay, and pound and stretch it vigorously.
Put on an exercise record, and exercise energetically with the children.
Take children out on the playground, and run or walk briskly.
Quickly write about your anger.
Ask for an emergency break.
Breathe deeply and deliberately ten times.
When break time comes:
Go to the lounge and write about your anger to resolve it.
Talk to a peer or supervisor, using I-messages.
Walk briskly around the center.

Outside Work

Go for a run or walk.
Stomp.
Shout angry words.
Jump up and down.
Pound on a bed.
Write about your anger.
Do an angry dance.
Play angry notes on a piano.

4. Share the following information:

Anger is a normal emotion. It is important to accept being angry as a normal feeling, and to deal with your anger in a way that is healthy for you and for others around you.

Anger is a frequent emotion in the life of the 18 month to 3 year old child. Because you work with many children of these ages, it is very common for you to feel angry in response to their sometimes very powerful anger.

Using Poster 6, discuss the following healthy beliefs about anger:

- It's okay to be angry.
- You don't have to be afraid of your anger.
- You can think and be angry at the same time.
- You should not hurt yourself or others, or destroy anything when you get angry. There are safe ways to express your anger.

If you find yourself having some difficulty in handling your own anger in your work setting, it is very appropriate that you ask for outside help with this problem. It is important for your own well-being and that of the children for whom you care that you learn to handle anger in healthy, satisfactory ways.

ADDITIONAL SUGGESTED ACTIVITIES:

1. Present the following information using Poster 7, to discuss the three types of invitations to high self-esteem.

There are three types of messages which you may communicate to children which will encourage them to think positively about themselves:

- Being messages - These are messages which say, "I like you, just because you are!" They are

unearned messages, meaning that a child doesn't have to do anything to get them. They are given because someone exists. Examples are smiles, hugs, hellos, words such as, "I'm glad you're here".

- Doing well messages - These messages are earned by a child because of something she did. Examples are: "You did a good job!", "Thanks for helping with our snack", "I like how well you listened to the story."
- You can do better messages - These are also earned messages. They are given when you believe a child can do better than he has. They let the child know that you believe in his ability to do better. Examples are: "I know you can tie your own shoes", "I know you can pick up the blocks quickly".

Children need to hear all three of these types of messages from you.

2. Solicit additional situations which disturb day care staff and role play appropriate responses using communication skills learned in the workshop.
3. Have a follow-up session to provide an opportunity for staff to practice the use of these new methods of positive communication.

## What is Discipline?

COMPETENCY EVALUATION

At the completion of the Communication Skills workshop, day care center staff will be able to:

1. Explain the importance of using positive communication skills.

   Sample Acceptable Response: Using positive communication skills with children helps them to have high self-esteem, which means that they think highly of themselves as capable and lovable human beings. Day care workers are very significant persons in the life of young children, and they can communicate attitudes of acceptance, love and understanding through the use of positive communication.

2. List two characteristics of positive communication with children.

   Sample Acceptable Response:

   - Conveys acceptance,
   - Shows understanding of child's stage of development,
   - Conveys caring and concern, and
   - Facial expression, tone of voice, and body posture match words.

3. List four roadblocks to communication.

   Sample Acceptable Response:

   - Sarcasm,
   - Judging,
   - Sympathizing,
   - Indifference,
   - Lecturing,
   - Warning,
   - Arguing,
   - Analyzing,
   - Ordering.

4. Correctly determine problem ownership of four examples:

   a. Child puts bubblegum in another child's hair.
   b. Child comes to day care crying.
   c. Child spits at you.
   d. Child doesn't like lunch.
   e. Child plays quietly with blocks.

   Sample Acceptable Response:

   a. Your problem.
   b. Child's problem.
   c. Your problem.
   d. Child's problem.
   e. No problem.

5. Appropriately construct active listening or I-message responses to the following examples:

   a. Child bites you.
   b. Child forgot show-and-tell item and is crying

   Sample Acceptable Response:

   a. "Ouch! I feel angry when you bite me -- it hurts".
   b. "You feel disappointed that you won't get to be part of our show-and-tell today".

6. Describe two constructive ways to express anger in work setting.

   Sample Acceptable Response:

   - I-message to peer or child
   - Go for brisk walk
   - Go to lounge and write about anger

7. List two or more healthy beliefs about anger.

   Sample Acceptable Response:

   - It's okay to be angry.
   - I don't have to be afraid of my anger.
   - I can think and be angry at the same time.
   - There are healthy, safe ways to express my anger without hurting myself, others, or anything.

## RESOURCES


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Faber, A. and Mazlish, E. Liberated Parents - Liberated Children. New York: Avon Books, 1974.

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Satir, V. Peoplemaking. Palo Alto: Science and Behavior Books, Inc., 1972.

# PURPOSES OF COMMUNICATION SKILLS WORKSHOP

1. To explore together what positive communication means and why it is important in your work setting
2. To share information on specific communication skills, including:
   a. Roadblocks to communication
   b. Active listening
   c. Problem-ownership
   d. I-messages
   e. Handling your own anger
3. To practice the use of positive communication skills

POSTER 2

# ROADBLOCKS TO COMMUNICATION

1. ORDERING, COMMANDING
2. INDIFFERENCE
3. JUDGING, CRITICIZING, BLAMING
4. SARCASM, RIDICULE
5. LECTURING, ADVISING
6. WARNING, THREATENING
7. ANALYZING, PROBING
8. REASSURING, SYMPATHIZING
9. PERSUADING, ARGUING
10. MORALIZING, PREACHING

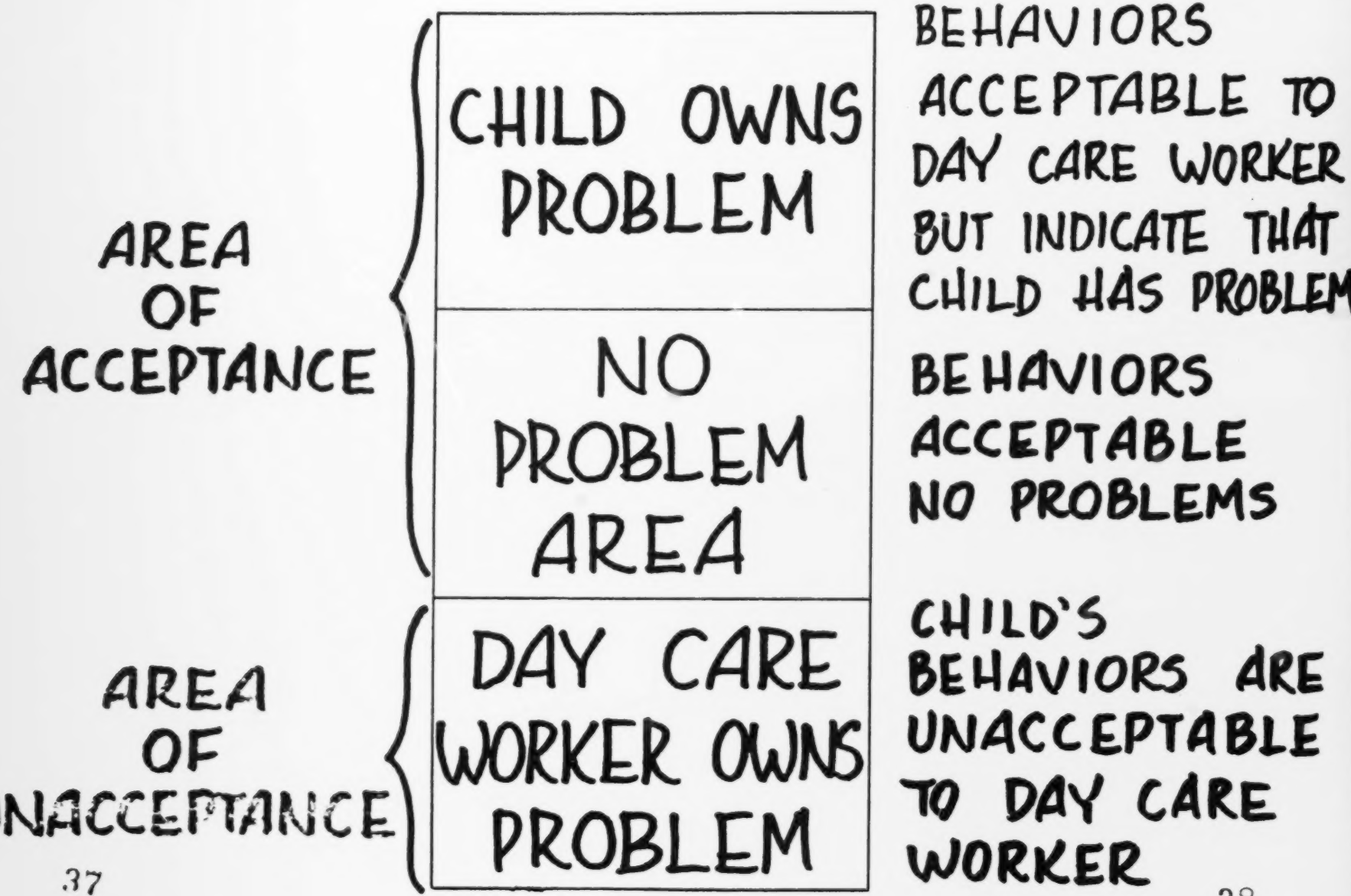
POSTER 3

# ACTIVE LISTENING

(USE WHEN CHILD OWNS PROBLEM)

1. CHILD SENDS CLUE IN WORDS, MANNER, TONE, BODY LANGUAGE THAT HE OR SHE HAS PROBLEM
2. DAY CARE WORKER DECODES, FEEDS BACK FEELINGS
3. CHILD AFFIRMS FEEDBACK & GOES ON — OR DENIES FEEDBACK & TRIES TO SEND CLEARER MESSAGE

# PROBLEM OWNERSHIP


AREA OF ACCEPTANCE
CHILD OWNS PROBLEM
NO PROBLEM AREA
AREA OF UNACCEPTANCE
DAY CARE WORKER OWNS PROBLEM
BEHAVIORS ACCEPTABLE TO DAY CARE WORKER BUT INDICATE THAT CHILD HAS PROBLEM
BEHAVIORS ACCEPTABLE NO PROBLEMS
CHILD'S BEHAVIORS ARE UNACCEPTABLE TO DAY CARE WORKER





POSTER 4

POSTER 5

# I-MESSAGE

THEY FOCUS ON YOU
USE WHEN YOU OWN PROBLEM

3 PARTS:

1. BEHAVIOR . . .
   NON-BLAMEFUL
   NON-JUDGEMENTAL
2. FEELINGS . . .
3. TANGIBLE EFFECT . . .
   - COSTS YOU TIME, ENERGY; PREVENTS YOU FROM DOING SOMETHING
   - ASSAULTS BODY SENSES
   - CAUSES COMPLETE OR PARTIAL LOSS OF USE, ENJOYMENT

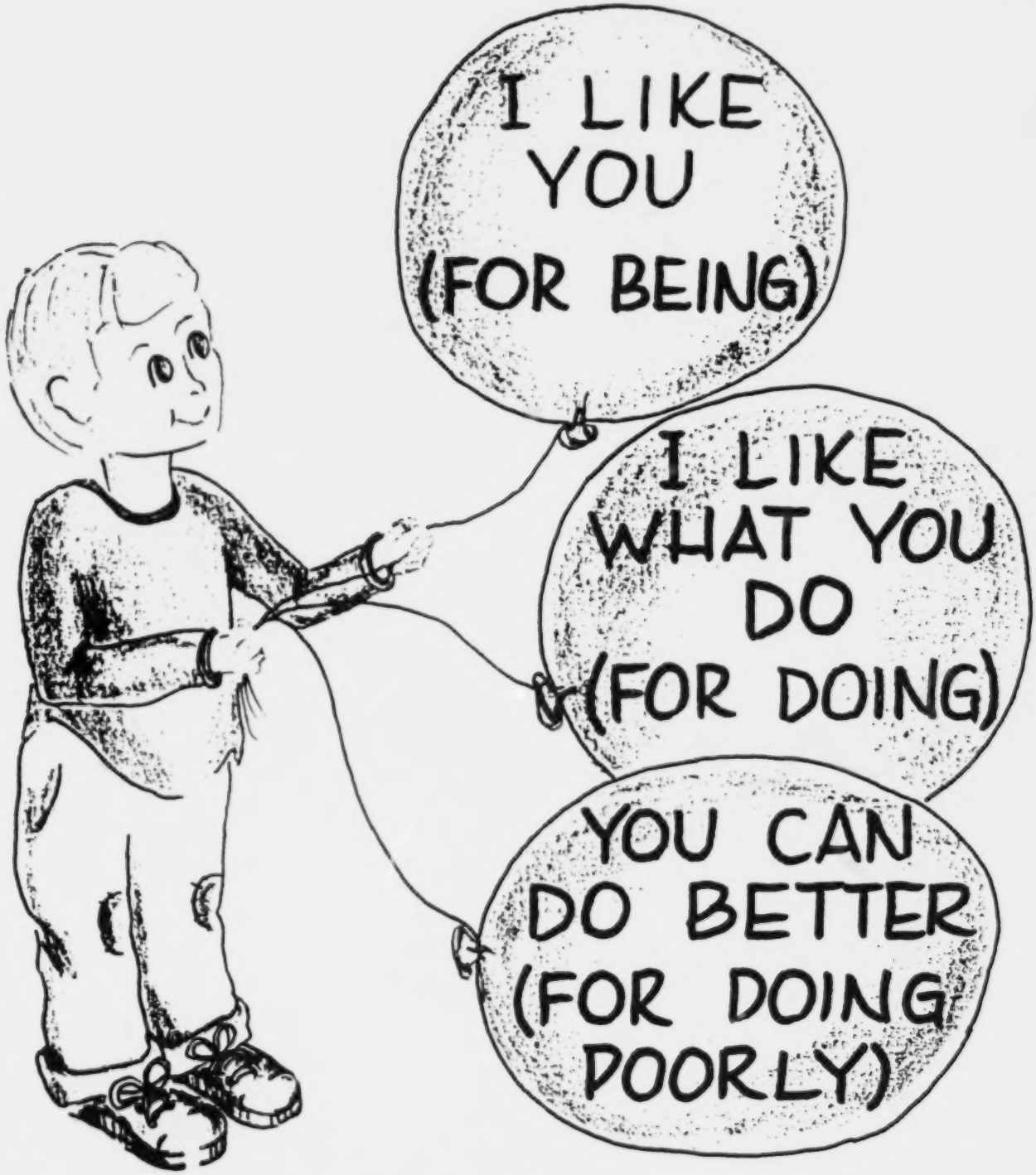
POSTER 6

# HEALTHY BELIEFS ABOUT ANGER

1. IT'S OK TO BE ANGRY
2. YOU DON'T HAVE TO BE AFRAID OF YOUR ANGER
3. YOU CAN THINK & BE ANGRY AT THE SAME TIME
4. YOU SHOULD NOT HURT YOURSELF OR OTHERS, OR DESTROY ANYTHING WHEN YOU GET ANGRY. THERE ARE SAFE WAYS TO EXPRESS YOUR ANGER

POSTER 7

# HIGH SELF-ESTEEM INVITATIONS



# 3x5 CARDS
# ACTIVE LISTENING

- MARIA KEEPS BUGGING US! SHE'S A PEST! WE WANT TO PLAY BY OURSELVES! (AGE 6)
- YOU'RE THE MEANEST PERSON IN THE WORLD! (AGE 5)
- I WANT MOMMY! (AGE 3, CRYING)
- LOOK AT ME! I CAN DO IT! (AGE 6)
- THEY WON'T LET ME PLAY! (AGE 4)
- I'M NOT GOING OUT ON THE PLAYGROUND! YOU CAN'T MAKE ME! (AGE 7)
- I DON'T WANT TO PLAY THAT GAME! JIMMY IS TOO MEAN! (AGE 5)
- GINNY STOLE MY CRAYONS! I HATE HER! (AGE 4)

# 3x5 CARDS
# I-MESSAGES

- CHILD SCRIBBLES ON TABLE WITH CRAYON. (AGE 5)

- MRS. SMITH (A PARENT) COMES TO CLASS TO HELP WITH A SPECIAL ACTIVITY. CHILDREN BEHAVE RUDELY BY TALKING AND FIGHTING WITH ONE ANOTHER.

- BETH BITES JIMMY. (AGE 3)

- BOBBY REPEATEDLY LEAVES BOOTS OUTSIDE OF LOCKER WHERE PEOPLE MIGHT TRIP OVER THEM. (AGE 6)

- TODDLER REPEATEDLY KICKS YOU WHEN YOU'RE TRYING TO CHANGE HIS DIAPER. (AGE 16 MONTHS)

- CHILD COUGHS AND SNEEZES ON YOU AND ON CHILDREN. (AGE 4)

# WHAT IS DISCIPLINE?

By Judith V. Bradford, M.A.

## PURPOSE

In the What is Discipline workshop, day care center staff will identify discipline as a positive approach in working with children. An overview of methods of discipline will be presented, including the needs of the abused child. Staff will also learn to help children achieve the goal of self-discipline.

## OBJECTIVES

At the completion of the What is Discipline workshop, day care center staff will be able to:

1. Define discipline.
2. Know the differences between discipline and punishment.
3. Recognize various approaches to discipline.
4. Choose an approach to discipline appropriate to the situation and the particular child involved.
5. Understand the specialized discipline needs of the abused child.
6. Practice attitudes and skills which encourage children to develop self-discipline.

OVERVIEW

During the What is Discipline workshop, you will:

1. Present and discuss the appropriate definition of discipline.
2. Show the differences between discipline and punishment.
3. Suggest appropriate approaches to discipline.
4. Offer discipline approaches when dealing with abused children.
5. Lead a staff discussion on the importance of developing self-discipline.

MATERIALS

1. Chalkboard and chalk or flipchart and felt tip marker.
2. Discipline versus Punishment handout (Appendix 1).
3. General Discipline Techniques handout (Appendix 2).

PROCEDURE

DEFINITION OF DISCIPLINE

Introduce the topic by presenting the following information:

Too often when someone speaks of "disciplining a child" he really means punishing the child. Discipline comes from a Latin word meaning "to teach". No one is born with self-discipline. It is acquired gradually

throughout life by learning from others, trial and error, and observation.

Some of the children who come into day care settings have learned undisciplined kinds of behavior. As day care staff, you are in a unique position to be a model of effective positive discipline. Although you cannot "cure" a child overnight, you can learn to look for small improvements in her behavior (e.g., three tantrums a week in the place of ten; sitting longer periods of time during meals).

Discipline is a process of the child's learning to assert his rights in an acceptable manner, while recognizing the rights of others, and developing control over himself and his actions. Your task is to help a child experience limits to his behavior so that he learns self-control. If your desire is only to "make the child be good", you'll have difficulty. If you are interested in helping the child fulfill his own potential, mature, learn what life is all about, and come finally to the point where he wants to "behave", you have a most exciting and challenging job.

## DISCIPLINE VERSUS PUNISHMENT

Discuss the differences between discipline and punishment, using the handout in Appendix 1. Use examples from the staff of specific situations which define discipline and punishment.

APPROACHES TO DISCIPLINE

1. List, with your group, the approaches to discipline your day care center currently uses. Then discuss the following material:

The most familiar forms of discipline you know are those your parents used; however, they may be entirely inappropriate to use with children in a day care center. This workshop will help you expand your set of approaches so that you can fit the technique to the situation and the needs of the particular child.

Discipline can be taught in the following ways: (Have group give examples of each of these.)

- Setting an example by your own behavior.
- Allowing a child to make mistakes and helping him recover.
- Letting the child know that you have positive, realistic expectations for him.
- Teaching her that she is responsible for her own behavior.
- Allowing him to experience the consequences of his behavior.
- Helping her to work in a group.
- Emphasizing with him the things he does well and pointing out his strengths.

Some guidelines in knowing when to do something about behavior may be helpful. They are:

- Permitting -- Sometimes behavior is uncomfort-

able for you, but the circumstances make it acceptable. Example: Food may only be eaten in the dining room, but during birthday and holiday celebrations food is permitted in other places.

- Tolerating -- Some behavior in the short run can be tolerated. Tolerating behavior of a child allows him to make some mistakes and assume responsibility for his own behavior. Age-typical behavior is also tolerated, such as preschool children taking each other's toys or wanting to touch everything.
- Interfering -- Sometimes behavior demands that you take action. Examples of interfering are:
  - Quietly and slowly walk over to the area of conflict.
  - Catch the eye of the child from across the room.
  - Pleasantly speak the child's name.
  - Touch the child lightly on the shoulder.
  - Remove the child (or children) from the scene without being angry.
  - Remove yourself emotionally from the conflict so the children can resolve it.

  There are numerous other types of interfering depending upon the situation and the needs of the children involved.

- Preventive Planning -- Preventive planning is the best approach in order to avoid trouble. Discuss limits with the child (or group of children, if appropriate) and plan with her your expectations.

  You can develop the skill of knowing what is appropriate for children at a particular time by asking yourself the following questions:

  . What is the emotional climate (mild, angry)?
  . What preceded the incident?
  . How emotionally stable are these children?
  . How much do they trust me?
  . How can I effectively handle the situation?

  These questions give you a realistic look at the situation and are easy to remember. Snap judgments many times can do more harm than good.

2. Discuss the general discipline techniques listed in the handout in Appendix 2.

DISCIPLINING THE ABUSED CHILD

Present the following information:

Abused children have learned that their world is an unpredictable, often hurtful place. Their parents may be angry, impatient, depressed, and distant. The child

fears harsh punishment, verbal abuse, and abandonment. She must be prepared to anticipate and meet the needs of her parents. As a result, maltreated children often look unhappy and appear to take little pleasure in their surroundings. Abused children tend to adopt the rigid and punitive values of their parents; they become harsh and uncompromising in judging their own actions and those of their playmates.

Helping abused preschoolers requires the same approaches to discipline used in working with other children; but they need more consistency, patience, time, and clarity. Children who have not suffered abuse usually pick up plenty of information from the environment, but abused children need more active intervention from their caregivers.

All children need help learning limits. Abused children are frequently aggressive, either because they simply have not learned appropriate social behaviors or because they have acquired negative behaviors. Changing how they behave requires active intervention which does not frighten them or make them feel guilty or bad about themselves.

Some intervention techniques to use with abused children are:

- Stay at the same height as the child when giving instructions or setting limits. Bend down next to the child and talk directly to him in a quiet

voice. Be aware of other aspects of your body language. An upset adult can still calm a frightened child if the adult's body language is relaxed.

- Word statements positively rather than negatively. This may feel awkward initially and will take some practice. For example, say, "Put your feet on the floor," instead of "Don't stand on the table." "Don't throw sand," translates into "The sand stays in the sandbox." This draws the child's attention to what she should be doing rather than what is wrong.
- Help children identify what they want to accomplish by setting limits on acceptable behavior. Once you know what the child needs or wants, you can help him develop options other than aggression. For example, a good response to a fight over toys might be, "Hold it, I think you both want to play with the blocks. Now, we're going to have to figure out another way to solve this problem rather than throwing the blocks at each other."
- When giving children choices, start simply (e.g., "I'll tell you what. You can have half the blocks and Tim can have half the blocks."). Over time, move toward giving children a couple of options from which to choose (e.g., "OK, how do you want to solve this? Do you want to split the blocks or

take turns using the timer?"). Again, over time, allow the children to generate some of their own options (e.g., "OK, how are we going to settle this? We can split the blocks by color or number. We could take turns using the timer. Do you have other ideas?").

- Work on the principle of logical consequences. A logical consequence is connected to a specific behavior and situation, and should be experienced by the child as logical in nature. Generally, the logical consequence for misusing toys or materials is removal from the activity. For example, the logical consequence of throwing sand is, "You're telling me you're not ready to play in the sandbox right now. You can try again later."
- Distinguish between feelings and behavior. You may have to set clear limits on behavior, but always express your acceptance of feelings. For example, it helps to say, "I know you're angry, and that's OK. Everybody gets angry sometimes, but the sand still stays in the sandbox. It's not OK to throw sand in people's eyes."
- Encourage children to stand up to each other and back them when they do (e.g., "Tell him you do not want him to draw on your paper."). Initially, the aggressor may only listen because you are literally standing behind the victim, but the principle that

people have rights and can assert them effectively is important. These are children whose personal rights have been violated; they need to have a place where this does not happen.

## LEARNING SELF DISCIPLINE

List, with your group, several reasons why it is vital to learn self-discipline. Then discuss the following:

As day care staff, you are offering a very valuable service to children. Discipline is part of the total relationship between you and the child. This includes an awareness of yourself and your values and an understanding of the child and his needs. The reasons for disciplining a child are not to force him to do what you think is right. Rather, they are guides which encourage positive growth in the child. Remember that the goal of discipline is self-discipline. You discipline a child to encourage the child to learn self-discipline. Other reasons for disciplining the child are:

- To protect the child from danger from himself, others and his environment. Discipline helps the child develop socially acceptable behaviors.
- To help the child learn to trust others and to be trusted. Your responsibility includes setting limits on her behavior. You can discuss limit-setting with her only by an open give-and-take discussion.

- To help the child learn a sense of orderliness and justice. By knowing the limits, the child will be fully aware when he steps outside of those boundaries. Although he will test limits, he has the freedom to explore his own potential and his relationships with others within the limits. He may object verbally to the limits, but he will, most likely, feel reassured and protected by knowing that someone will stop him from going too far. This is vital in caring for abused children since they must receive a very clear signal that you care.
- To help the child discover that for every action there is a consequence. Identifying alternatives, assessing the probable consequences, and learning to live with choices are essential parts of growing up.
- To help the child deal with reality. This does not mean forcing the child to obey your will, but helping her face even painful situations. Trouble does not just "go away"; you must deal with it. The abused child particularly cannot accept large amounts of pain all at once. If she is overwhelmed, she may resist dealing with any reality. With your help, she can accept some pain and begin gradually to deal more with reality.

Remember as you work with children that you will serve

as a role model for them. Your values and the reasons you hold them will be conveyed to the children. If you display self-discipline in your relationships with children, they are more likely to incorporate self-discipline in their own value system. Examples of self-discipline are:

- Communicating in a calm, respectful manner.
- Separating the deed from the doer.
- Offering encouragement when children show acceptable behavior.
- Guiding children into more appropriate behavior.

ADDITIONAL SUGGESTED ACTIVITIES

1. Present and discuss information about the Family Constellation, i.e., how the birth order of a child affects how he views the world (see Appendix 3). This can be done by a demonstration exercise with day care staff. Each staff member writes five personal characteristics. They then form groups according to their birth order (i.e., oldest, only, middle, and youngest children) and discuss the characteristics they have in common. After approximately 15 minutes, each group orally shares the group's characteristics with the other participants.
2. Discuss the goals of a child's misbehavior (see Appendix 4). Role play and discuss specific behaviors of young children. When caregivers understand

the purpose behind the child's misbehavior, they are in a much better position to discipline him.

3. Role play problem behaviors of children at the day care center, using positive approaches to discipline.
4. Enable the day care staff to look at themselves in terms of their personal values and attitudes. This can be done by a self-assessment scale, and value clarification and self-esteem building exercises. Sample exercises can be found in books by Clarke and Simon and Olds (see Resources list).

## Positive Approaches to Guiding Children's Behavior

COMPETENCY EVALUATION

At the conclusion of the What is Discipline workshop, day care staff will be able to:

1. Define discipline.

   Sample Acceptable Response: Discipline is learned and not inborn. It is a process of developing self-control.

2. Describe two major differences between punishment and discipline.

   Sample Acceptable Response:

   - Punishment deals with the past and discipline deals with the present and future.
   - Adults remain friendly in discipline and angry in punitive situations.

3. Recognize three approaches to discipline.

   Sample Acceptable Response:

   - Setting limits
   - Using consequences
   - Giving choices

4. Identity an approach to discipline appropriate to a specific situation.

   Example: A child throwing sand.

   Sample Acceptable Response: In an even, calm voice state, "The sand stays in the sandbox".

5. List three discipline needs of the abused child.

Sample Acceptable Response:

- More clarity
- Consistency
- Positive words

6. List at least two adult attitudes which encourage children to develop self-discipline.

Sample Acceptable Response:

- Don't force a child into behaving but serve as a guide.
- Offer encouragement by words and actions when children show acceptable behavior.
- Role model acceptable behavior.

RESOURCES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## DISCIPLINE VERSUS PUNISHMENT

Some differences between discipline and punishment:

| Discipline | Punishment |
|---|---|
| 1. Reality of the situation trains: situation-centered. | 1. Power of the authority dominates: self-centered. |
| 2. Related logically to the behavior. | 2. Usually arbitrary, little logic. |
| 3. No element of moral judgment: "good" or "bad", "right" or "wrong". | 3. Some moral judgment: usually "bad" or "wrong". |
| 4. Deals with what will happen now. | 4. Deals only with the past. |
| 5. Teaches child to be responsible for own behavior. | 5. Implies the adult is responsible for child's behavior. |
| 6. Adult remains friendly; positive atmosphere. | 6. Adult displays anger; antagonistic atmosphere. |
| 7. Influences or leads child toward more desirable behavior; training for the future. | 7. Forces or "makes" child obey; usually only temporary. |

Some Common Pitfalls on the Part Of the Adult when Dealing with a Child's Misbehavior:

1. Feeling sorry for the child or giving in to his undue demands - may teach him to feel sorry for himself or that you don't really mean what you say.

2. Giving him a second chance - may teach him he can get away with irresponsibility.

3. Taking a punitive attitude, impatience, ridicule, humiliation, shame, retaliation - gives him a reason to punish in return. He may be learning that to be powerful is the safest way to deal with people.

4. Fearing the consequence is too easy - It isn't necessary for a consequence to be difficult or unpleasant. Most of them are somewhat unpleasant and uncomfortable, but suffering is not an essential or necessary part of the learning process.

5. Showing inconsistency or not being able to follow through. Example: Teacher can't listen to child's crying, so gives in.

6. Working on more than one behavior at a time.

7. Feeling guilty - may show the child that it pays for him to feel abused if the adult feels guilty about it.

8. Too much talking - may cancel out the consequences by reinforcing the child's goal, and, also, children tend to be "mother deaf".

9. Giving in to the child - At the moment it is sometimes easier on the adult to punish or overlook than to take the time and thought to initiate a positive approach to the problem.

10. Expecting standards of behavior from the child which are not expected of the adult.

11. Rubbing it in (e.g., "I told you so") - Anything that increases the child's anger against the adult decreases his willingness to cooperate.

12. Displaying anger, yelling or demanding action - turns the situation from positive discipline into punishment or retaliation. A firm, but friendly, tone is most effective.

Adapted from:
Systematic Training
for Effective Parenting
Don Dinkmeyer and Gary McKay

## GENERAL DISCIPLINE TECHNIQUES FOR WORKING WITH CHILDREN

| | |
|---|---|
| 1. Give warning before changing activity. | "It's about time to go inside."<br>"We will be ready to eat very soon."<br>"When you finish that activity, it will be time to put the pencils away." |
| 2. When giving directions or suggestions, state them in the positive. Avoid using "no" and "don't" as much as possible. Make demands short and simple. | "Throw your ball over here," instead of "Don't hit the window."<br>"Give me the ball to hold while you're climbing," instead of "Don't climb with that ball in your hand."<br>"Take little bites and then it will all go in your mouth," instead of "Don't take such big bites and then you won't spill." |
| 3. Give the child a choice only when you intend to let the child follow his choice. | "It's time to go home now," instead of "Do you want to go home now?" Sometimes a child may be offered a choice. |
| 4. If a child has no choice but must follow directions, be positive in giving directions. Expect her to follow the directions. | "We are going outside now. I will wait for you to get your papers put away," or "If you cannot get ready, I will need to help you." |
| 5. Redirect activities to help prevent trouble. | Children are running, banging furniture, etc. Parent or teacher says, "I am ready to read to you," or "Can you help me by watering flowers?" |
| 6. Be honest with children. Answer questions honestly. | "I am going to the office. I will be back soon," or "Each of you is responsible for himself." |
| 7. Follow through with promises. | "I'll read your book after I have finished reading John's." |

| | |
|---|---|
| 8. Stop or change activities which are dangerous. | "You need to sit down while you have a lollypop in your mouth," or "Scissors are for cutting," or "I will hold that stick while you run," or "We work when we have pencils in our hands." |
| 9. Use reminders rather than questions when children get defensive, or often tell things which aren't so. | "You forgot your book. I'll wait for you to go for it," or "You forgot to wash your hands. I will help you if you need it." |
| 10. When children start telling untruths often, suggest that he is teasing. | "That was a funny story you told me. It could have happened, but you are teasing this time. I know it really did not happen." |
| 11. Use words and a tone of voice which will help the child to feel confident and reassured. | |
| 12. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior "naughty," "selfish," "mean." | |
| 13. Avoid motivating a child by making comparisons between one child and another or by encouraging competition. | |

Source Unknown

## FIRST, LAST OR MIDDLE CHILD - THE SURPRISING DIFFERENCES

In recent years hundreds of behavioral specialists have measured people for evidence of the possible impact of being the oldest, middle, last, or only child. No exact conclusion can be drawn about any particular child, and on certain points the investigators disagree among themselves. Still, some startling differences emerge when sizable groups of people are compared on the basis of birth order.

Take the matter of achievement. A variety of studies have searchd for any link between birth order and fame or genius. Behavioral scientist Stanley Schachter of Columbia University sums them up by saying that first-borns predominate "with Presidents at or near the top in virtually every ranking - George Washington, Abraham Lincoln, Thomas Jefferson, Woodrow Wilson and Franklin D. Roosevelt - all were first-borns. Of the first 23 astronauts to go on U.S. space missions, 21 were either eldest or only children (remarkable, when you consider that later-borns outnumber first-borns by approximately two to one in the general U.S. population). A recent analysis of 1,618 finalists for National Merit Scholarships showed that nearly 60 percent of them were first-born.

There is little evidence that first-borns have more brainpower. Rather, the way they are raised makes them more bookish and more achievement-oriented. For economic reasons, more of them manage to go to college.

We tend to raise our children differently according to their birth order. The first-born child, at time of birth, is likely to be a couple's most wanted child - they are proving their capacity to have progeny, and in a way assuring their own immortality. They commonly expect more of this first child than of later children. They are likely to snap his photograph more often, talk and romp with him more, but also to worry and fret more over him. Novices in the art of parenthood, they tend to be tense.

A calmer environment usually prevails when the second child arrives. Two-thirds of a group of parents studied said that with the second-born they were more relaxed, less strict, and administered spankings only half as often. As later children come along, parents tend not only to diffuse their attention over them all, but also become less preoccupied with the child-rearing role. Later children may sense that they are more on their own.

An eldest-born gets close attention from his parents, and develops an intense orientation toward them. But then he or she is dethroned by a second-born, which can be threatening. The eldest-born loses the status of being the

"only", and tends gradually to have the responsibility of being Big Brother or Big Sister thrust upon him, especially in larger families.

Middle children lack the authority of the oldest and the freedom-from-pressure of the youngest. Dr. Louise Bates Ames, of the Gesell Institute of Child Development in New Haven, Conn., finds that many of these children feel "squished into the middle." On the other hand, they have less sense of being dethroned as later children come along. Also, more oriented to siblings, they tend to be less concerned about winning our approval. One authority on mental health contends that the in-between child actually has the "most comfortable" position of all in the birth order.

The youngest, being last, gets almost as much devoted attention from his mother as an only child. But usually he doesn't sense as much parental pressure to be achievement-oriented. Some youngest-borns feel "picked on" by older brothers and sisters, but in fact they are usually the most made-over, the most babied, in the family.

Here are examples of the distinctive personality patterns. (Remember that there are many exceptions.)

Seriousness. The eldest-born in the family stands out in several investigations as being the most responsible and serious-minded. The second-born may be accounted capable and quick-witted, yet not strive to be serious. One researcher noted that seriousness and sensitivity to slights were among the best documented traits of the first-born, who are also more likely to be perfectionists.

Sociability. Another of the best documented traits distinguishing first and second-born siblings was "the easy-going friendliness" of the latter, compared to the "undemonstrative" and "shy" first-born. One study of fraternity brothers found that first-borns were "considerably less popular" than later-borns. At least five studies also point to the oldest born as more likely than average to be worrisome, touchy, up-tight emotionally. Another investigator found that our youngest-born children tend to have the highest sociability rating of all.

Conscientiousness. First-borns - whether "only" children or eldest - early in life become extremely sensitive to their parents' rules and expectations, and so tend to measure themselves by adult standards.

The preponderance of evidence is that first-borns tend to be most likely to accept their parents' standards, to be traditionally oriented, to call themselves religious. If there are rebels in a family they are more likely to be

later-born.

Leadership. The oldest child often tends to move into leadership roles in later life. He may do this either because of his practice in having family responsibility, or because of a need to be at the top of the heap - a yearning he developed early in life while seeking to regain pre-eminence after his dethronement as the "only" child. The youngest-born have little inclination for leadership. If they do come into it, their followers tend to "like" them rather than lean on them.

All of these observations are simply common tendencies - not inevitabilities. Discerning parents are alert to the way each child perceives his own situation within the family. If an oldest child feels dethroned, or if the middle child feels neglected, then these feelings - even if unwarranted - must be taken into account. Skillful parents guard against such other common pitfalls as showing favoritism to the first-born, forgetting to encourage middle children, or being overly protective with a younger child. They develop a philosophy about discipline, and apply it with reasonable consistency for all children.

Further, perceptive parents work to encourage flexibility and playfulness in the oldest-born. They are more careful to talk a great deal with middle children. And more than with other children, they are careful to expect a last-born to show self-reliance at an early age.

Most important, they give each child sound reason to know that - whatever his birth order - he is significant and cherished, and is accepted, warmly, for what he is.

Author Unknown

Source: Maple Ridge Family Education Center, Maple Ridge, B.C.

CHILD'S MISTAKEN GOALS

| Goal of Misbehavior | What child is saying | How parent feels | Child's reaction to reprimand | Some corrective measures |
|---|---|---|---|---|
| ATTENTION | I only count when I am being noticed or served. | -Annoyed.<br>-Wants to remind, coax.<br>-Delighted with "good" child. | -Temporarily stops disturbing action when given attention. | -Ignore.<br>-Answer or do the unexpected.<br>-Give attention at pleasant times.<br>-Encourage. |
| POWER | I only count when I am dominating, when you do what I want you to do. | -Provoked.<br>-Generally wants power.<br>-Challenged: "I'll make him do it."<br>-"You can't get away with it." | -Intensifies action when reprimanded.<br>-Child wants to win, be boss. | -Remove yourself.<br>-Act, not talk.<br>-Be friendly.<br>-Establish equality.<br>-Redirect child's efforts into constructive channels. |
| REVENGE | I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life. | -Hurt, mad.<br>-"How could he do this to me?" | -Wants to get even.<br>-Makes self disliked. | -Remove yourself.<br>-Win child.<br>-Maintain order with minimum restraint.<br>-Avoid retaliations.<br>-Take time and effort to help child. |
| INADEQUACY | I can't do anything right so I won't try to do anything at all; I am no good. | -Despair.<br>-"I give up." | -No reprimand, therefore, no reaction.<br>-Feels there is no use to try.<br>-Passive. | -Encouragement (may take long time).<br>-Faith in child's ability. |

Adapted from
Systematic Training for Effective Parenting: Parent's Handbook
Don Dinkmeyer and Gary McKay

# POSITIVE APPROACHES TO GUIDING CHILDREN'S BEHAVIOR

By Tamar R. Keeling, M.A.

## PURPOSE

In the Positive Approaches to Guiding Children's Behavior workshop, day care center staff will learn the reasons for using positive approaches to guiding behavior and will be able to identify and use five positive discipline techniques. They will also learn why punishment should not be the preferred technique for managing inappropriate behavior of children.

## OBJECTIVES

At the completion of the Positive Approaches to Guiding Children's Behavior workshop, day care center staff will be able to:

1. State the importance of using positive approaches to discipline.
2. State the reason that punishment is not the best technique for dealing with behavior problems.
3. Identify and appropriately use five positive intervention techniques for various behavior problems.

## OVERVIEW

During the Positive Approaches to Guiding Children's Behavior workshop, you will:

1. Present and discuss the importance of using positive approaches to discipline with young children.
2. Present the disadvantages of using punishment with young children.
3. Describe five techniques for dealing with inappropriate behavior and offer suggestions on when they should best be used.

MATERIALS

1. Chalkboard and chalk, or a large sheet of posterboard and a felt tip marker.
2. Paper and pencil for each small group of participants.

PROCEDURE

THE IMPORTANCE OF USING POSITIVE METHODS WITH YOUNG CHILDREN

1. Introduce the topic by presenting the following information:

As day care center staff, you are in a unique position of influence with young children and their families. Your interactions with children will either confirm what they have learned about the world at home or contradict it. When you work with young children, it is important to be aware of the influence you have on the way they view the world of adults.

A child's home, parents and siblings are usually the only familiar elements of his life before his

introduction to day care. These elements are known as the child's "environment". The environment is not only made up of things, but also of people and how they behave toward the child. The environment teaches a child how to behave and, at some point, what to expect from life. If a child is from a family that punishes the slightest mistake, the child will come to day care with the expectation of a punishing environment. If a child is from a home in which no limits are set on his behavior, he will come to day care expecting that no attempt will be made to control him. If punishment and rewards at home are inconsistent, the child will most likely enter day care fearfully - not sure what will be expected of him or what will happen next.

As a person who has a great responsibility in helping children learn and develop social skills, it is important that you have an understanding of what causes all behavior, both good and bad.

All children are social beings. From the moment they are born, they must adjust to living in a group. The first group in which they live is the family. Throughout their first year of life, babies adjust to their families just as their families adjust to them. When they are very young, children search for ways of behaving which will make them feel that they are important and give them a sense of belonging. Children try out various behaviors, and then observe what happens

when they behave in those certain ways. If the behavior the child "tries" is rewarded (that is, it makes him feel important or valued in some way), then it is likely to occur again. The behaviors developed this way are not necessarily constructive or socially acceptable - in fact, they may be just the opposite - yet the behavior works for the child by satisfying his need to belong.

In trying to find a sense of belonging at home and with others, young children meet with many obstacles. Their attempts to make a contribution are often discouraged by parents and teachers. Children may be told they are too young, too small, or too slow to help; thus, their attempts to belong are turned into discouraging experiences.

Disruptive and unacceptable behavior can frequently be traced to this discouragement. Children who are discouraged have a feeling of inferiority and a loss of faith in themselves. Instead of providing encouragement, parents and teachers often unknowingly contribute to the child's discouragement by punishing her for inappropriate behavior.

Positive approaches to discipline in the day care center allow children to learn appropriate behavior while still feeling that they are worthwhile and appreciated for being themselves. These approaches can turn around the behavior of a child who feels he has no other way of gaining recognition except by behaving badly. They also ensure that caregivers do not unintentionally reward or

recognize inappropriate behavior, thereby teaching children that they are only worthy of notice when they misbehave.

2. Lead a discussion of the folowing three questions with the whole group:

- Why is it important to use positive methods of behavior management in the center?
- What is the underlying reason for most misbehavior?
- What are some ways in which parents and caregivers might unknowingly encourage misbehavior? Can you think of an example you have observed?

USING POSITIVE INTERVENTION TECHNIQUES WITH YOUNG CHILDREN

1. Present the following information on using specific intervention techniques:

Although there are many ways to handle problem behaviors, punishment is often used by parents and caregivers. Punishment works on a short-term basis; it temporarily stops or reduces the unwanted behavior. However, punishment does not permanently stop the behavior, and it has some serious side effects. Punishment creates fear, tenseness, and withdrawal in children. In many cases, hostility causes children to retaliate or lash out when they feel they have been unjustly treated. In addition to these drawbacks, punishment provides a very undesirable model for young children. Children look to adults to find ways to manage

situations, and then imitate the adult behavior they see. Physical punishment and verbal aggression (such as yelling, or telling a child he is stupid) teach young children inappropriate ways of dealing with frustration. However, deciding not to use punishment does not mean that adults should allow children to do exactly as they please. Punishment must be replaced by positive techniques of behavior management which allow children to learn appropriate behavior without damaging their self-concept or causing fear. Caregivers must be the first to demonstrate the behaviors they wish to see children learn.

Setting Limits

Setting limits means establishing firm, reasonable guidelines for behavior which allow children to be independent while not overwhelming them with too much freedom. A healthy environment for young children provides consistency. Understanding adults' expectations of them makes children feel comfortable and secure. Caregivers must be consistent with discipline so children do not become confused and unsure about limits. Routine also helps provide consistency in the environment. Children need to know (within reason) what will happen next. This does not mean that schedules should be totally rigid, but caregivers must be aware that a drastic change in schedule is likely to cause misbehavior. Setting limits is essential to providing a

healthy environment for young children because it meets their need for consistency, routine, and security.

Setting limits requires forethought and judgment on the part of caregivers. Limits, or rules, should consider the age and developmental level of the children as well as reflect the teacher's expectations. Rules involving safety (such as, "No running in the classroom", or "Look both ways before crossing the street") are clear-cut. Rules involving other types of behavior are not so clear-cut, but there are some guidelines which are helpful to consider when setting limits.

- Do the limits reflect the developmental levels of the children? For example, young children should not be expected to sit quietly with paper and pencil activities. Active children need to move, use their large muscles, and expend energy.
- Are the limits definable? State the behaviors you want and don't want specifically. "I want you to be good" is not a well-defined expectation. A better defined rule would be "Once you are finished playing with a toy, it must be put away before moving on to another activity".
- Are the limits enforceable? Rules should not be made unless the adult caregivers are willing to see that they are enforced at all times. If adults do not enforce rules with total consistency, children

will feel insecure and test the limits by misbehaving.

Redirection

Redirection is best explained as a preventative technique. There are times when it is wiser to head off trouble than to let conflict build until children must be disciplined for misbehavior. Redirection simply distracts children from conflict and diverts them to another activity. For example, John and Susie are playing side by side with blocks, each building their own structure. John begins to take Susie's blocks and the teacher sees the beginning of a fight. The teacher redirects John by saying, "John, I like your airport. Let's build the hangar over here", and helping him move his blocks away from Susie. A fight is prevented by the teacher intervening before trouble escalates into a full-blown conflict.

Ignoring

Ignoring is an extremely useful technique for caregivers because so many young children's behaviors occur in order to get attention from adults. Careful observation will help staff identify behaviors which are used only to attract attention.

Simply ignoring inappropriate behavior may work with some children, particularly if the children care only about getting attention from adults. The following is an example of a situation in which simply ignoring the behavior is appropriate: John has a habit of tipping his

chair back on its two rear legs. The teacher, concerned about safety, requests that he put all four legs of his chair and his feet on the floor. John does just as the teacher asks. But over a period of three days, the teacher realizes that John is tipping his chair back more and more. The teacher decides to ignore the behavior. Every time John tips his chair, she looks away or becomes busy with other children. John increases his chair-tipping because doing that attracted the teacher's attention in the past. He's not sure why it doesn't work now. He even goes over backwards several times and falls on the floor. The teacher still pays no attention. Eventually the chair-tipping stops.

There may be times, however, when the other children in the room give a child attention for his inappropriate behavior. In that case, ignoring by adults and redirecting the child into a useful activity may be necessary. This next example illustrates a situation in which ignoring and redirection are appropriate interventions: Richard bangs his spoon on the table every day after he finishes breakfast. The teacher corrects him for this behavior until she realizes that he is banging his spoon more and more. She decides to ignore the behavior but other children begin to imitate the spoon-banging. The teacher then ignores all the spoon-banging by the other children and asks Richard to collect the spoons and bowls when he finishes his

breakfast. This directs him to an activity that cannot be done at the same time as his less acceptable behavior.

Reinforcement

Reinforcement is an event or consequence which increases the chances of a behavior being repeated. A smile from a teacher may make a child work twice as hard on an activity. A hug or a touch may also reinforce a child's behavior. Reinforcers which consist of verbal recognition, a pat, a hug, a smile, or a preferred activity are called social reinforcers. Reinforcers like food or toys are called tangible reinforcers or rewards. The concept of reinforcement is very easy to understand, but not always easy to use appropriately. Reinforcers differ for individual children. The teacher must be a good observer to find what reinforces a child. Not all children will work for special treats or toys; not all children want a teacher's verbal recognition or a hug or pat.

Using social reinforcers with children is preferable to using tangible reinforcers or rewards. In the world in which we live, not all appropriate actions receive rewards, and it is a mistake to teach children that they do. On the other hand, it is realistic to expect to receive verbal recognition or some other form of social reinforcement for appropriate behavior or good work. Tangible reinforcement should only be used when all forms of social reinforcement have failed. This is usually with very low-functioning or disturbed children. With

these children, tangible reinforcers should be accompanied by social reinforcers so that the child can begin to respond to people as well as things.

Social reinforcement should also be used with care. When we reinforce a child's behavior, we want to be sure that she understands what was good about her behavior. Verbal reinforcement should be very specific and should focus on the process rather than the product of the child's effort. This means the teacher or caregiver might say, "I like the way you worked on your teepee for our Indian village. I know you worked hard on it because I saw you working every day drawing the designs and painting them. I know it took a long time and a lot of care". This is preferable to the statement, "You were a good girl to finish your teepee" or "Your teepee is very nice". We want the child to know we appreciated her effort rather than the final product alone.

Praise may be a problem when it focuses on the product alone or on "being a good boy". This may create anxiety in the child that he may not always do such perfect work or be such a "good boy". Praise is not necessarily reinforcing for children. A child may be embarrassed by it or feel it is insincere. If excessive praise is used, it may discourage appropriate behavior. Recognition should be appropriate to the situation and focus on the child's efforts at the task.

When reinforcement is used, adults need to be careful that they reinforce appropriate behavior and not personality. Sarah should not be given extra privileges because she is sweet and compliant. All children should be reinforced for appropriate behavior and should be told specifically what was good about their behavior or performance. Consistent and appropriate use of reinforcement allows children to break inappropriate behavior patterns and learn new ones. It also ensures that children with appropriate behavior receive recognition for it.

The use of ignoring and reinforcement together is an extremely powerful technique for changing unwanted behavior. When these techniques are used, the teacher ignores the inappropriate behavior while reinforcing more acceptable behavior. The inappropriate behavior decreases as the child learns that he can get attention or other rewards for better behavior.

Time-Out

Time-out is a technique which is used when the behavior of a child is extremely disruptive, distracting, or harmful to others. Aggressive behaviors such as hitting, punching, kicking, and biting require immediate action by the teacher and warrant a time-out procedure.

Time-out is the process of removing the child from classroom activities for a specific amount of time. A good guideline for the length of time-out is one minute per year of age (e.g., a three year old remains in time-

out for three minutes). The area to which the child is removed must be completely apart from all activities, non-frightening, and within clear view of the teacher.

The process of removal is done quietly, calmly, and firmly with little talking and no lecturing. The person removing the child might say, "I am sorry you are not able to play with us now. Hitting is not allowed", as she kindly and firmly removes the child to the specified time-out area and seats him. The teacher tells him either (1) that he may come back when he is ready or (2) that she will let him know when his time is up. The instruction must be suited to the child and the situation.

Staff and children should not talk to the child in time-out or try to make him sit a certain way. The purpose of the procedure is to remove the child from the activities and attention of others. Time-out is not intended to punish, but to teach the child that the consequences of her behavior are removal from activities until she is able to demonstrate that she can control herself. The caregiver who removes the child should be careful not to express anger. Once the child comes back and behaves appropriately, the teacher should then resume reinforcing her appropriate behavior and make no mention of what happened before.

Time-out procedures must be carried out with total consistency. Each child who behaves aggressively is

placed in time-out. If a child has difficulty with behavior he may be placed in time-out several times a day. Inconsistency will result in worsening the behavior as the child tests the limits of the day care center.

2. Lead a discussion of the following questions:

- Why is punishment a poor method of dealing with misbehavior? Can you cite examples you have observed?
- What is the difference between using the positive techniques discussed in the workshop and using punishment?

3. Lead a discussion of each of the five techniques mentioned in the workshop. Ask participants to identify a child or a situation for which use of that technique would be appropriate.

4. Role play the three scenes outlined below. Conduct the role play as follows:

- Select participants for role-playing.
- Stop the role play after 5-7 minutes.
- At the end of the scene lead a discussion on what techniques were used, and ask if there were other techniques that might have been used. (You may want to continue the role play to demonstrate this.)

Scene 1

Kim and Janice are two children who have been assigned to set the table for breakfast. Kim is very bright, verbal, and a little bossy. Janice is shy and unsure of herself. Janice is supposed to

place a straw and a spoon on each napkin Kim places on the table. She is having trouble doing this. Kim grabs the straws and napkins from Janice. How should the teacher intervene?

Scene 2

Three children are working with a teacher. The teacher is explaining the step-by-step process of a craft project. Every time she begins to speak, John pokes his neighbor, whispers to another child, or drops his pencil on the floor. How should the teacher intervene?

Scene 3

Sandy is playing dress-up with two other girls. They begin to disagree about who gets to wear the shawl. Sandy uses the large purse she is carrying to hit another child over the head. How should the teacher intervene?

5. Conduct the following small group activity:

Divide the participants into two or three smaller groups. Ask each group to identify and write a list of ten rules or limits which would be appropriate for a day care center. Allow 10-15 minutes for this activity. At the end of the allotted time, bring all the participants back together for a discussion of each group's rules. Make sure they meet the criteria discussed in the workshop:

- They are reasonable and reflect the developmental levels of the children.
- They are specific and well-defined.
- They are enforceable.

ADDITIONAL SUGGESTED ACTIVITIES

1. Role play additional situations in which a child and teacher interact in a way which requires managing of the child's inappropriate behavior.
2. Discuss behavioral interventions which have been successful with children in the past. What techniques were used? Are there others that might have been used?

COMPETENCY EVALUATION

At the completion of the Positive Approaches to Guiding Children's Behavior workshop, day care center staff will be able to:

1. Present and discuss the importance of using positive intervention techniques with young children.

   Sample Acceptable Response: Children who use inappropriate behavior are frequently discouraged. Parents and adults may have contributed to the child's discouragement by punishing inappropriate behavior. Positive approaches will improve a child's behavior while allowing him to feel that he is a worthwhile person and that he is appreciated for being himself.

2. State two reasons why punishment should not be used with young children.

   Sample Acceptable Response: Punishment causes fear, tenseness and withdrawal in children. It also provides a poor model of adult behavior for children.

3. Name three considerations which should be taken into account when setting classroom limits and give an example of each.

   Sample Acceptable Response:

   - The limits need to match the developmental level of the children. Examples: Don't make active

children sit too long. Don't have long activities for 2 and 3 year olds.

- The rules or limits need to be clearly defined. Examples: "Paint cups must remain on the easel tray" is a well-defined rule. "Each child picks up the toys he has been playing with during free time" is also a well-defined rule.
- The limits must be enforceable by day care staff. Examples: A rule that states that children are not allowed to talk back to teachers, make faces, etc, is not realistic or good; teachers can't enforce that rule. A rule that states that no hitting is allowed is enforceable.

4. Discuss some cautions which need to be considered in using praise.

   Sample Acceptable Response: Praise can be a problem if it focuses on the wrong things. If praise tells the child that he is "good" or that his work is wonderful, it focuses on the child or the product rather than the effort. Praise also may cause embarrassment or may make the child feel that the adult is being insincere.

5. Match the terms for positive discipline techniques with their definitions by placing the letter of the term next to the numbered definition.

_____ 1. This technique is used when a child exhibits aggressive or extremely disruptive behavior.

_____ 2. This technique gives the child recognition for appropriate behavior or work with a hug, a smile, a

statement of 'good work', etc.

_____ 3. This technique increases the chances of a behavior being repeated.

_____ 4. This technique provides the child with a toy, a sticker, etc. after he exhibits good behavior or work.

_____ 5. This technique is used with children who misbehave in order to gain adult attention.

_____ 6. This technique is used to prevent trouble by distracting a child or children from conflict.

a. Reward
b. Social Reinforcement
c. Ignoring
d. Reinforcement
e. Time-out
f. Redirection

Sample Acceptable Response:

1. e
2. b
3. d
4. a
5. c
6. f

RESOURCES

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# Natural and Logical Consequences

# NATURAL AND LOGICAL CONSEQUENCES

By Jane Stout, M.A., M.S.N.

## PURPOSE

In the Natural and Logical Consequences workshop, day care center staff will learn a method of teaching children to accept responsibility for their own behavior. Natural and logical consequences will be defined and principles will be given for using consequences. Center staff will discuss examples of problem behaviors and learn how to apply consequences.

## OBJECTIVES

At the completion of the Natural and Logical Consequences workshop, the day care center staff will:

1. Understand how adults learn to discipline children.
2. Recognize the advantages of using natural and logical consequences.
3. Understand the difference between natural consequences and logical consequences.
4. Appropriately use natural and logical consequences in dealing with children's misbehavior.

## OVERVIEW

During the Natural and Logical Consequences workshop, you will:

1. Have the group members review and discuss how they learned to discipline children.
2. Discuss problems that occur when punishment is used to control children.
3. Present information on natural and logical consequences.
4. List and discuss the principles that guide the use of natural and logical consequences.
5. Discuss and role play situations involving the use of natural and logical consequences in dealing with children's misbehavior.

## MATERIALS

Large flip chart and felt-tip marker or blackboard and chalk.

## PROCEDURE

### UNDERSTANDING HOW ADULTS LEARNED TO DISCIPLINE CHILDREN

1. Introduce the topic by presenting the following background information:

Most adults learned to discipline children by copying the methods used on them by their own parents. If a person grew up in an autocratic system, the method of controlling

children was most likely punishment. In an autocratic system, the adult becomes responsible for the child's behavior. The adult has the power. She decides what is right or wrong and imposes her will on the child. The child is forced to obey through the use of punishment. One problem with this method is that the children may learn that the safest way to deal with people is to exert their power by misbehaving.

2. Complete the following activities:

The purpose of these exercises is to help participants remember how their parents disciplined them as children and how they felt. Most people discipline their own children the way they were disciplined.

- Have the group members close their eyes and remember how they were disciplined as children. Ask them to remember how they felt. Discuss these feelings with the group.
- Lead a group discussion on how members of the group discipline their own children and those for whom they care.

3. Lead a discussion of the following paragraph:

When one person tries to control another person they are really saying, "I don't love you as you are. You must do things my way to be of value to me. My way is the right way. If you change and do things my way, I'll love you."

1. Present the following information on natural and logical consequences:

The use of consequences is a method of dealing with children's misbehavior. The purpose of natural and logical consequences is to stimulate acceptable behavior in children.

A natural consequence is the immediate natural result of an act. The child experiences the results of his own behavior. Natural consequences are not set up by adults. The adult stays uninvolved in the situation. An example of a natural consequence is when a child gets hungry before dinner because he refused to eat at lunchtime.

A logical consequence is used when there is no safe or useful natural consequence to an act. The teacher or parent decides what the consequence will be when the child misbehaves. It is important that the consequence be logically connected to a specific behavior and situation. In other words, it should make sense to the child. Logical consequences should not be used when the adult is in a power struggle with the child or the child is trying to get even with the adult. If the adult is attempting to impose his way with the child, the logical consequence turns into punishment. An example of a logical consequence is when a child marks on a wall with his crayons and is given a brush with soap and water to clean the wall. The adult can say, in an unemotional manner, "Here is some soap and water for

you to scrub the marks off so you can leave the wall clean."

2. <u>As a group, try to identify whether the following examples are logical consequences or punishments, and why</u>:

- Situation:

  Mark was bothering Tina during story time. He pinched her, pulled her hair, and jabbed his elbow in her side. The teacher said, "Mark, you may keep your hands folded in your lap or come and sit by me."

  Sample Acceptable Response:

  Logical consequence unless the teacher spoke in an angry voice.

- Situation:

  Susan had sloppy eating habits. During lunchtime one day, the teacher announced that if the sloppiness continued, Susan would not be given any snack that afternoon.

  Sample Acceptable Response:

  Punishment. Withholding of food may not be used as a disciplinary measure in a day care center, according to state licensing regulations. A logical consequence might be, "You may eat in a mannerly way or you may eat at a table by yourself."

- Situation:

  Several children were playing at a table with playdough. Justin kept taking the other children's playdough. The teacher stated, "You may play with your own playdough or find something else to do."

  Sample Acceptable Response:

  Logical consequence if said in a calm voice.

3. <u>Present the following information on using natural and logical consequences</u>:

- Understand the goal of a child's behavior. Decide whether the goal is attention, power, revenge, or a display of inadequacy. Use the consequence to help the child reach goals of positive behavior. (Refer

to Appendix 4, "Child's Mistaken Goals" in Workshop No. 2, "What is Discipline".)

- Deal with the child with firmness and kindness. Your tone of voice, when you present the choice, should demonstrate kindness; your action should indicate firmness. Follow through on the conditions you set.

- Be consistent in your actions and your use of consequences.

- Separate the deed from the doer. Let the child know you respect him even though his behavior is not acceptable.

- Let children do things that they can do for themselves. Don't make them helpless by doing too much for them.

- Don't overprotect or pity children because then children begin to think there is something wrong with them.

- Decide who owns the problem and whether to use active listening, I messages, or natural and logical consequences.

- Talk less, act more. Verbal battles solve nothing during times of misbehavior. Talk to children when you are on good terms with them and they will hear you.

- Avoid fights. Fighting indicates a lack of respect for the child and is an indication you are in a power struggle.

- In a group of children, don't try to find a guilty party. Let the whole group be responsible. Use the consequences with the group. For example, if the toys aren't picked up, the whole kindergarten class is detained until the group decides to pick up the toys.

Natural consequences can be used whenever a situation occurs in which a child will learn from the natural or social order of events. Logical consequences must be structured so that the child sees them as related to the misbehavior. Remember that the underlying message of a logical

consequence is, "I trust you to learn to respect the rights of others." This is different from the message behind punishment which is, "Do as I say."

Following are the steps to use in applying consequences:

- Offer choices with a voice that demonstrates respect, acceptance, and good will. Emphasize that the choice is the child's choice. For example, if the child wastes paper when painting, say, "You may stop painting or continue to paint on the same piece of paper."

- When following through with consequences, let the child know there will be a chance for her to change the decision. For example, "When you are able to sit quietly without disturbing the other children, you may come back to group time."

- Each time the behavior is repeated, extend the time before the decision can be changed. For example, if the child comes back and continues to disturb the group, she will be removed for a longer period of time.

4. Ask the group to structure natural and logical consequences which could be used in the following situations:

- Situation:

  A girl in kindergarten class keeps knocking down block buildings made by the other children.

  Sample Acceptable Response:

  Say to the child, "You can continue to play with the other children if you stop knocking down their buildings or you can come over here and build your own building." Express your pleasure if she builds something without knocking it down.

- Situation:

  Joey, a four year old, puts his shoes on the wrong feet several times a day.

  Sample Acceptable Response:

  Let Joey wear the shoes the way he puts them on. When he experiences discomfort or doesn't get attention from his behavior, he will stop doing

it. When he does put them on the correct feet, express your pleasure.

5. Role play situations involving the use of natural and logical consequences using the following steps:

a. Divide the group into triads (threes).

b. Have each group take a behavior problem that happens in their day care center and decide on a logical consequence.

c. Reconvene into large group.

d. Have triads act out their situation.

e. Get feedback from the group about whether:

. consequence was logically related to behavior.
. adult had an open attitude.
. child had a choice.
. adult had a friendly tone of voice.

f. After enough examples have been acted out to make the point, have group summarize what they learned from the experience.

ADDITIONAL SUGGESTED ACTIVITIES

1. Using the handout in Appendix 1, discuss the differences between punishment and logical consequences.

2. Have each participant write a behavior problem situation on a piece of paper. Put all the papers in a box and let each participant choose one. Either discuss or role play natural and logical consequences which could be used in each situation.

COMPETENCY EVALUATION

At the completion of the Natural and Logical Consequences workshop, day care staff will be able to:

1. Explain how most adults learn to discipline children.

   Sample Acceptable Response: Most adults copy the methods of discipline used by their parents.

2. List three advantages of using natural and logical consequences.

   Sample Acceptable Response:

   - Gives child a choice.
   - Doesn't impose adult demands on child.
   - Stimulates acceptable behavior in child.
   - Treats child with respect.

3. Explain the difference between natural and logical consequences.

   Sample Acceptable Response:

   - Natural consequences permit children to learn from the natural order of the physical world.
   - Logical consequences permit children to learn from the reality of the culture; they acknowledge mutual rights and respect.

4. Give an example of a natural consequence and an appropriate time to use it.

   Sample Acceptable Response: Example: If a child does not eat lunch, he gets hungry before dinner. Natural consequences can be used whenever the opportunity comes up.

5. Give an example of a logical consequence and explain when logical consequences should not be used.
Sample Acceptable Response: Example: If a child misbehaves when he goes to the store with his mother, he is not taken the next time. Mother casually states, "No, Billy, you didn't behave last time we went. You can try again next week." Logical consequences should not be used if the adult is in a power struggle or when the child is trying to get even with the adult.

6. List five principles to guide the use of natural and logical consequences.
Sample Acceptable Responses:
- Understand the goal of the behavior.
- Deal with children with firmness and kindness.
- Be consistent in your actions.
- Separate the deed from the doer.
- Don't overprotect or pity the child.
- Decide who owns the problem.
- Talk less, act more.
- Avoid fights.
- Let the individual or group suffer the consequences.

RESOURCES

Dinkmeyer, D., and McKay, G. The Parents'Handbook: Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1982.

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Dreikurs, R., Grunwald, B., and Pepper, F. Maintaining Sanity in the Classroom. New York: Harper and Row, 1971.

Dreikurs, R. and Soltz, V. Children the Challenge. New York: Hawthorn Books, Inc., 1964.

## Differences Between Logical Consequences and Punishment

| Logical Consequences | Punishment |
|---|---|
| 1. Emphasis is on the reality of the situation. | 1. Emphasis is on the power of the person in authority. |
| 2. Related to misbehavior. | 2. Not usually related to misbehavior. |
| 3. Gives the child a choice--changing her behavior or experiencing the consequences. | 3. Demands obedience, compliance. |
| 4. Carried out without anger. Adult maintains a friendly manner. | 4. Carried out in an angry manner. |
| 5. Doesn't make a moral judgement about whether behavior is good, bad, right or wrong. | 5. Makes a moral judgement. |
| 6. Deals with the present behavior. | 6. Deals with the past behavior. |
| 7. Develops responsibility for our behavior. | 7. Implies adult is responsible for behavior. |
| 8. Develops inner-discipline. | 8. Develops responses to discipline of others. |
| 9. Teaches child the positive effects of desirable behavior. | 9. Forces child to obey. |
| 10. Respects the person. | 10. Uses threats of violence or loss of love. |

Adapted from:
Dinkmeyer, D. and McKay, G. The Parents' Handbook: Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1982.

# DEALING WITH PROBLEM BEHAVIORS

By Diane W. Mufson, M.A.

## PURPOSE

In the workshop on Dealing with Problem Behaviors, day care center staff will become more informed about and feel more competent in dealing with frequent behavior problems of preschool and early school-aged children. They will recognize how such behaviors are related to maturation and developmental growth, as well as some of the realistic indicators of common problems. Additionally, center staff will become familiar with various techniques for handling behavior problems and be aware of severe problems for which additional assistance may be needed.

## OBJECTIVES

At the completion of the workshop on Dealing with Problem Behaviors, day care center staff will be able to:

1. Identify what is meant by problem behaviors in general.
2. Understand the difficult behaviors in terms of developmental growth and changes.
3. Recognize the importance of individuality and experience in the formation of problem behaviors.
4. Relate personal feelings and upbringing to their handling of children's problem behaviors.

5. Feel competent in using a variety of techniques and ideas in working with children displaying problem behaviors.
6. Recognize when problem behaviors may indicate more serious difficulties and know what to do about them.

OVERVIEW

During the workshop on Childhood Problem Behaviors, the trainer will:

1. Provide a brief introduction to problem behaviors.
2. Use handouts (Appendix 1) to present information on development and maturation during the years 0-8 and show how this is related to problems in behavior.
3. Use two brief case reports as a basis for group discussions about causes of problem behavior.
4. Organize small groups (4-6 people) to discuss how staff's own feelings and training affect their ability to handle problem behaviors in children.
5. Using an overhead projector, present different ways of handling specific behavior difficulties (Appendix 2). If projector is unavailable, use as reproduced copies--one for each participant.
6. Have group "brainstorm" problem behaviors for which they should seek supervisory guidance. Use a chalkboard or large pad to display this information.

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MATERIALS

1. Reproduced handouts of Appendix 1.
2. Overhead transparencies and overhead projector or second set of handouts (Appendix 2).
3. One paper and pencil for each 4-6 participants.
4. Chalkboard and chalk or large pad of paper and felt-tip marker.

PROCEDURE

WHAT IS MEANT BY PROBLEM BEHAVIORS?

Introduce this topic by providing the following information:

For our purposes, we will include all those behaviors of a child which cause problems to those in contact with him and sometimes cause the child to be uncomfortable. We must remember that many of the problems will concern adults more than children; sometimes the problem behavior is fun or pleasurable to the child. Think about the child who will not be quiet during nap time or the one who enjoys sucking her thumb for hours on end. Who is most bothered by these behaviors?

Problem behaviors can be grouped together to make discussion more meaningful and to make it easier to explore related behaviors. One way to look at problems is to divide them into three groups.

- Group 1: Body regulation and physical needs (for example, eating, sleeping and toileting).

- Group 2: Socialization (for example, play, language, attention-seeking, accepting rules).
- Group 3: Coping with reality and emotions (for example, fears, withdrawal, nervous mannerisms, frustration and aggression).

We must also remember that BEHAVIORS DO NOT STAND ALL ALONE. Many apparent behavior problems are understandable if we know something about the child and the situation. The following five factors should be considered when we see a problem behavior. (Write them on the chalkboard.)

- Child's maturational or developmental level.
- What has just happened?
- What has happened in other situations (i.e., at home) like this?
- The environment - who is present and where did this take place?
- The child's personality and temperament.

This last factor is quite important. There is a lot of evidence that behaviors involving activity level, adaptability, moodiness and personality traits are greatly affected by internal and inborn factors. All children are not created equal when it comes to their behavior; some are much more cooperative. When the center has a great deal of trouble with a child, we must not only consider what staff is doing, but also the child's personality and what she has previously been taught.

## UNDERSTANDING DEVELOPMENTAL GROWTH AND CHANGE

Distribute and discuss the handout (Appendix 1) as follows:

Briefly go over the content of the handout and also point out:

- There are few behavior problems in the first year, but between 2 and 6 years they are very numerous.
- The type of problems changes over time from child-parent/caregiver problems at first, to problems involving others, especially peers.
- Common difficulties are normal and expected; there is sometimes a thin line between common difficulties and problem behaviors.
- The same behavior may or may not be a problem to those involved, depending on how "the others" feel or are affected by it.

Staff should be encouraged to keep the handout to refer to later.

## RECOGNIZING INDIVIDUALITY AND EXPERIENCE IN CHILDHOOD BEHAVIOR PROBLEMS

Read the following case reports one at a time. After each one, ask the group to think of some of the factors that could affect the child's behavior. Use some of the information presented in the first two sections of the workshop.

Case A: Suzi is sitting at the lunch table. She takes one bite of her chicken and says "yuck" and refuses to eat any more. Her teacher encourages her to eat her carrots.

Suzi says, "No, no, no" very loudly and shakes her head negatively. After being encouraged to try a little more, Suzi makes a face and dumps her lunch on the floor. The children next to her have stopped eating and are watching her.

Consider: Maturity level/age
Food preferences
Negativism
Past experience
Health

Case B: Rex, Joe, and Pete are building a block tower. They are smiling and talking. The tower is fairly tall and starting to shake. The tower falls. Rex jumps up and hits Joe with a block. Joe screams and chases Pete who runs to the teacher.

Consider: Ages/maturity levels of boys
Individual reactions to frustration
What has happened in other situations like this?

## HOW ADULTS' FEELINGS/EXPERIENCES AFFECT THEIR HANDLING OF CHILDHOOD BEHAVIOR PROBLEMS

1. Introduce the activity with the following comments:

When we deal with problem behavior in children, we often have personal feelings that affect us. For example, some of us may believe that only children from bad homes would use "cuss" words, or that a child who "cleans his plate" is a better child than one who leaves food.

2. Lead the following brainstorming activity:

In groups of 4-6, take about 5 to 10 minutes to come up with feelings or beliefs you have about certain children's behaviors. THERE ARE NO RIGHT OR WRONG

FEELINGS. See if you can remember where you got some of those feelings.

Here are some examples to get you started:

- Spitting at others: I feel disgusted by this; my mother said only dirty people did that.
- Tattling: I feel like hitting someone who tattles; my little sister always tattled and I got into trouble and she didn't.

At the end of the 5-10 minutes, have one person in each group report what the small groups have found. Comment on how our own feelings can affect the way we treat children who are doing things that personally upset us. Mention that:

- We each have certain behaviors that bother us more than others.
- These feelings probably come from our own childhoods.
- We need to be aware of our own feelings and prejudices when we work with others.

SOME TECHNIQUES TO HANDLE CHILDHOOD BEHAVIOR PROBLEMS

Distribute and discuss the overhead transparencies/hand-out (Appendix 2), as follows:

Remind the staff that in talking about some techniques to handle problem behavior one should keep in mind factors already discussed, including:

- Maturity levels
- Individual differences
- Environment

In Appendix 2, CAPITALIZED TECHNIQUES indicate that these are general ways of responding to behavior problems which can be used in various situations. Remind the participants that not all techniques work with every child. Being flexible and trying new ideas is an important part of working with youngsters.

## SERIOUS BEHAVIOR PROBLEMS

Lead the following group activity:

Encourage the participants to make a group list of serious problem behaviors that the head teacher or center director should be informed about. The center director or head teacher can help make the decision on whether to proceed regarding talking with parents and/or making referrals. A chalkboard or large pad should be used so this information can be written down for all to see.

The following areas should be covered, but others may also be included.

- EATING: Vomiting after meals, constant demand for or refusal of food.
- SLEEPING: Frequent nightmares, always looks tired.
- TOILETING: Refusal to use toilet after 3-1/2 years, complaints of genital/anal pain/soreness.
- LANGUAGE: Poor communication skills after 4 years, constant refusal to talk after speech is developed.
- SOCIAL SKILLS: Constant fighting/hurting others, constant talk of hurting others/animals, no one will play with child, child lives in "own world."

- HYPERACTIVITY: Cannot be part of any group activity without major problem, cannot sit quietly (after age 3) for 10 minutes at an activity.
- IMMATURE BEHAVIORS: Cries a good part of every day, bites others after age 3, constantly clings to adult after age 3-1/2, acts like much younger child even though has previously acted his age.

ADDITIONAL SUGGESTED ACTIVITIES

1. Have the participants role play the two case situations on pages 5-6.
   - Suzi at the lunch table will require at least two people, one to play the teacher and one to play the child.
   - The block tower situation will require three boys and one staff person.

   The participants are to act out the scene, then try some of the suggested techniques to bring the situation under control. Discuss whether these were good techniques or whether other ones should be tried.

   If time permits, different people can try different roles. Staff can also gain understanding by playing the child's role and trying to understand the situation from a small person's view.
2. Role play a situation in which a staff member discusses a behavior problem that is getting worse at day care (i.e., hitting, crying, speech

difficulties) with the parent(s). Work out a dialogue with the parent that shows:

- You are concerned, not angry.
- You are not blaming the parent.
- You want to know if anything at home is bothering the child.
- You want to help bring this problem under control.
- You will need the parent's help to do so.

3. Develop a list of books/pamphlets regarding behavior problems that you can recommend to parents.

COMPETENCY EVALUATION

At the close of the workshop on Problem Behaviors, staff participating in the workshop will be able to:

1. Identify the general nature of problem behaviors and list at least two factors that influence behavior. Sample Acceptable Response: A child's problem behavior affects others around the child. Problem behaviors do not stand alone. Some factors that could influence or cause such behavior are:
   - Maturation/development.
   - Situation at the time.
   - Environment.
   - What has happened before in similar situations.
   - Child's personality/temperament.
2. Understand the importance of maturation and development in problem behavior by explaining how a behavior which is not a problem at one age (i.e., 1-1/2 year old not using toilet) would be inappropriate and a problem behavior at an older age (i.e., toilet training or clinging behavior). Sample Acceptable Response: The answer should show recognition of differences in developmental levels.
3. Give one example of how <u>experiences</u> and <u>individuality</u> can affect a child's problem behaviors.

   Sample Acceptable Response:

   - Temperament
   - Home life

4. Identify one problem behavior they see in children that bothers them very much and relate it to something in their own lives.

   Sample Acceptable Response: The answer should reflect a personal incident, e.g., wasting food at meals.

5. Name at least four different techniques to try when a child shows problem behaviors.

   Sample Acceptable Response:

   - Ignoring
   - Restraint
   - Separation of children
   - Praise
   - Explanation
   - Gradual exposure to feared objects
   - Removal/ time out
   - Encouragement
   - Modeling

6. Explain how you would use one new technique in a behavior problem situation with which you have previously dealt.

   Sample Acceptable Response: The answer should describe a situation dealt with previously and a technique which could be used to handle it if it happened again.

7. Name two situations in which you believe the problem is serious enough that the center director should be informed.

   Sample Acceptable Response:

   - Cannot understand speech at age 4.
   - Peers constantly reject child.
   - Child is afraid of almost everything.

RESOURCES

Caplan, Theresa and Caplan, Frank. The Early Childhood Years - The 2-6 Year-Old. New York: Bantam Books, 1984.

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White, Burton. The First Three Years of Life. New York: Avon Books, 1975.

## DEVELOPMENTAL CHANGES AND GROWTH AS RELATED TO PROBLEM BEHAVIORS

by Diane W. Mufson, M.A.

Development and maturation are an important part of problem behavior. We need to understand that problem behaviors at one age may not be such at another time, and that some problem behaviors are typical for certain developmental stages. Here is a guide to some (not all) behaviors in relation to growth, development and expectations:

| Ages | Developmental Tasks | Common Difficulties | Problem Behaviors |
|---|---|---|---|
| 0-1 | Dependent on others | Crying | Miserable if alone |
| | Relationship development | Stranger anxiety (8-9 months) | Panic at new faces |
| | Orality/mouthing | Teething, swallowing objects | Refuses any weaning |
| | Activity and movement increases | Needs watching (6-12 months) | Gets into everything |
| | Develops sleep schedule | Sleep irregularities | No sleep schedule, often cranky |
| | VERY LITTLE REAL PROBLEM BEHAVIOR UNDER ONE YEAR | | |
| 1-2 | Dependence | Separation anxiety | Panic at separation from mother |
| | Orality/mouthing | Teething, everything in mouth | Biting, thumb-sucking, pacifier |
| | Moving around | Curiosity, no fear | Involved in accidents/injuries |
| | Awareness of bladder/bowel pressure | Not ready for toilet training | Adult/child conflict - child uncooperative |
| | First words | Hard to understand | Frustration, no words |
| | Sleeping all night | Difficult to settle down | Regularly resists sleep |
| | PROBLEM BEHAVIORS ARE JUST BEGINNING; THEY ARE RELATED TO ADULT DEMANDS ON CHILD TO DO THINGS IN SOCIALLY ACCEPTED WAYS | | |

| Ages | Developmental Tasks | Common Difficulties | Problem Behaviors |
|---|---|---|---|
| 2-3 | Beginning of independence | Wanders off, argues, says "no" | Negativism, temper tantrums, breath-holding |
| | Orality/mouthing | Food preferences, messy eater | Biting, thumb-sucking, over/ under-eating |
| | Toilet training | Accidents, immaturity, negativism | Bowel retention-constipation, adult/child conflict |
| | Start of peer relationships | Selfish | Physical fighting |
| | Moving around | Minor injuries | Hyperactivity, out of control, accidents |
| | Language | Unclear | No speech, bad words |
| | Clear sleep schedule | Some nap refusal | Nightmares, bedtime conflicts |
| | | BEHAVIOR PROBLEMS BECOME REAL | |
| 3-6 | Independence increasing | Uncooperative | Constant non-compliant |
| | Orality | Old habits stay, poor, sloppy eating habits | Constant thumb-sucking, nail biting, over/ under-eating |
| | Toilet training | Night accidents, regression in ill-ness or new baby | Bedwetting continues--common in 10-15% of children |
| | Peer relationships stronger | Day-to-day conflicts | No peer relation-ships, constant physical/verbal fighting |
| | Clear and usable language | Substitutions, slight speech defects | No speech, can't understand speech, uses many "nasty" words |

| Ages | Developmental Tasks | Common Difficulties | Problem Behaviors |
|---|---|---|---|
| | Reality of world | Some fears (dark, ghosts), argues some, asks many questions, wants praise, often frustrated | Afraid of world, withdraws, always fighting, temper tantrums, tests the limits, hyperactivity |
| | Some responsibility for sleep routine | Outgrowing day-time nap | Frequent night-mares, must sleep with adult, rigid bedtime routine |

PROBLEM BEHAVIORS VARY BY AGE AND SITUATION.
THEY TEND TO BE WORSE AT AGES 4 AND 6.

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| | | | |
|---|---|---|---|
| 6-8 | Actively seeks independence | Silly decisions, insecurity, nervous habits | Refuses all help, clings |
| | Schooling | Ability and achievement concerns | Failure, school phobia, hyper-activity |
| | Peer relationships | Squabbles | Constant rejection or fighting |

WITH GOOD TRAINING, MANY PROBLEM BEHAVIORS DIMINISH.

# SOME TECHNIQUES FOR HANDLING BEHAVIOR PROBLEMS IN CHILDREN

By Diane W. Mufson, M.A.

| Problem Behavior Examples | Suggested Techniques |
|---|---|
| **I. Daily Life Skills** | |
| Eating | |
| Refusal/pickiness | IGNORE, no food until next meal<br>Serve small portions |
| Messy | POSITIVE PRAISE when neat<br>MODEL appropriate eating behavior |
| Overeating | Provide smaller portions |
| Sleeping | |
| Refuses nap | Pre-nap slow down<br>Accept quiet resting |
| Toileting | PRAISE for appropriate behaviors<br>NATURAL CONSEQUENCES (with maturity) i.e., wash underwear<br>RECOGNIZE MATURITY level |
| **II. Socialization** | |
| Physical aggression (biting, hitting, kicking, etc.) | SEPARATE children<br>TIME-OUT<br>REMOVE disputed objects |
| Tantrums<br>Poor frustration tolerance | IGNORE (if no danger)<br>Talk calmly<br>HUMOR (when appropriate)<br>Physically remove from danger<br>Give MINIMAL ATTENTION |
| Verbal aggression | |
| Name-calling<br>Bad words<br>Tattling | Remove from classroom/other children<br>AVOID EMOTIONAL reaction<br>Watch adult vs. child "power plays"<br>RECOGNIZE ANGER and ask for another way to say this<br>EXPLAIN why not in relation to child's comprehension level |

| Problem Behavior Examples | Suggested Techniques |
|---|---|
| Poor peer relationships | ARRANGE simple, short play times<br>INTRODUCE to one playmate at a time<br>FIND something POSITIVE about child to increase his/her status with peers |

III. Coping with Reality and Emotions

| | |
|---|---|
| Excessive fears | ENCOURAGE child to TALK about fears<br>GRADUAL EXPOSURE to feared things<br>ADMIT SOME OF OWN FEARS when you were a child<br>MATCH feared object/activity with liked object/activity |
| Withdrawal | PROVIDE contact with small number of peers at a time<br>FIND OUT what's happening in child's life<br>EXPOSE child to PLEASANT ACTIVITIES |
| Hyperactivity | Give ADEQUATE PHYSICAL ACTIVITY<br>Make GUIDELINES for BEHAVIOR CLEAR<br>AVOID OVERSTIMULATION<br>EVALUATE frequency and timing of BEHAVIORS<br>BE AWARE of normal high activity vs. hyperactivity |

# Development of Values in Young Children

# DEVELOPMENT OF VALUES IN YOUNG CHILDREN

By Norma Gray, Ed.D.
and Craig Jones, Ph.D.

## PURPOSE

In the workshop, Development of Values, day care center staff will be given information on both the importance and the process of value development in young children. They will find out how they can help children learn to make value judgments and how to deal with several common problem behaviors concerning values.

## OBJECTIVES

At the conclusion of the Development of Values workshop, day care center staff will be able to:

1. Acknowledge the importance of value development in young children.
2. Understand the process involved in the development of children's values.
3. Describe ways to help children develop positive values.
4. Deal with children's behaviors which conflict with the accepted values of the community.

## OVERVIEW

During the Development of Values workshop, you will:

1. Define and discuss values.

2. Discuss the values which are the most apparent in the community, as well as the staff's personal values. Determine which of the community's values and the staff's values are the same and develop a list of values which would be appropriate to include in the day care center's program.
3. Present and discuss information on the processes involved in the development of values.
4. Suggest ways to promote positive values in the classroom.
5. Role-play a discussion between the teacher and the children which helps promote a positive value.
6. Offer tips on dealing with children's behaviors which conflict with the center's identified values.
7. Lead staff in identifying methods they are willing to use when children's behaviors conflict with their personal values.

MATERIALS

1. Chart paper and markers or chalk/chalkboard.
2. Writing paper for each participant.

PROCEDURE

INTRODUCTION

1. Introduce the topic of the workshop and ask the group, "What is a value?" After a brief discussion on the definition of values, present the following information:

Values are principles or standards which are very important to us. Values involve our feelings, beliefs and attitudes. They are the basis of our inner character and our outer personality.

Values govern the way we behave. If we value respect of others' property, then our actions reflect that respect. Values also motivate us to behave in certain ways. For instance, if we value financial security, we are motivated to save or invest a portion of our earnings toward future security.

Our values are very personal and internal but other people can discover what our values are by observing our behavior or by listening to our conversations. We also make assumptions about other people's values by the way they act or by something they say. For example: when we see someone throwing litter out of a car window, we assume that they do not value the cleanliness of their surroundings. When a person serves well-balanced meals, we assume that she is concerned with promoting good health through proper nutrition.

Let's talk about some of the values which are generally accepted in our community.

2. Ask each staff member to individually list at least five (5) values they think are common to most people in their community.

If they need examples, ask for some from the group before you offer any (examples: children's independence/obedience, material possessions, religion,

ambition, patriotism, honesty, education, power). After a few minutes, ask them to share with the group the values they think are important to the people in the community. List these on the left side of a sheet of chart paper. Ask them to decide which five values are the most important to a majority of the community and number from 1 to 5, with 1 being the most important.

3. Ask your staff to individually list five personal values.

After a few minutes, ask them to number the values they listed in order of importance, with 1 being the most important. Then ask them each to tell you the value which is most important to them and list this on the right side of the chart paper. Continue by asking for the next most important value until you have approximately the same number of values listed on both sides of the chart. Circle the values which are included in both lists. Lastly, ask them to determine which of the values circled would be appropriate to include in the day care center's program. (Honesty would be appropriate, religion may not be.) Try to reach an agreement on each value selected. Put a star beside those chosen as appropriate to help children develop.

4. Conclude the activity with the following remarks:

We have discovered during this discussion that our values are not always the same. We know that we each

have the right to our own personal set of values and no one has the right to take them away from us. We also should be accepting of others' values when they are different from ours. We must be careful not to force our values on others, especially the children we teach. We need to plan a program for children which will support the values which are common to both the community (or the parents) and the center staff. Occasionally a parent will disagree with a value that you are trying to encourage (such as patriotism) or discourage (such as prejudice) and there will be a conflict between your value system and the parent's. When there is a controversy over a certain value, you should state your reasons for encouraging (or discouraging) this value. If the parents do not agree, you would be wise to accept their wishes in the matter. After all, you would not want someone to force a value on your child which is contrary to the values you want her to develop.

IMPORTANCE OF VALUE DEVELOPMENT

Present the following information on the importance of value development:

When there have been controversies over which values to present to children, some teachers have tried to refrain from teaching any values, but that is impossible. We teach values whether or not we do so intentionally. By not encouraging specific values, we teach the value of not having any values. If children

don't develop a positive value system, they may become indifferent and apathetic adults. They may have difficulty in making decisions or expressing opinions. They may become extremists by over-conforming or by being non-conformists.

Research during the past twenty years has shown that children develop 80% of their values and attitudes by the age of six. The other 20% are developed over a life-time. The older a person becomes, the more difficult it is to establish new values or change old ones. We cannot ignore the importance of the child's early years in the development of values.

PROCESS OF VALUE DEVELOPMENT IN CHILDREN

1. Discuss the ages and stages of value development by presenting the following information:

It is important that people working with young children have an understanding of children's thinking processes concerning values. We often think that children should know how to behave, since we tell them repeatedly. In reality, it is normal for a preschooler not to understand or follow the 'rules' we make for them.

There are several theories about value and moral development, but this workshop will focus on the one which is most widely accepted at the present time. In the 1960's, Lawrence Kohlberg researched moral

development using Piaget's* theory of child development as the basis of his studies. As a result of those studies, he developed a theory on the stages of moral reasoning which extended Piaget's theory. Kohlberg claims that moral (or value) development takes place in six stages that parallel the stages of intellectual development. He divides these six stages into three major levels, but we will be discussing only two of those levels: preconventional and conventional.

Preconventional. Most of the children we work with will be in the preconventional level, which covers the preschool years through age ten. In the first stage of the preconventional level, children's behavior is focused on their own perceptions and needs, rather than others' needs and viewpoints. Their behavior is based on whether they think they will be punished, rather than on what is fair or logical. As they move into the second stage of the preconventional level, they behave in ways that will please those who are in power, such as parents and teachers. We begin to see some of this stage of development in five-year olds.

Conventional. At the conventional level, children's behavior is based on what others expect of them and on conforming to conventional standards. They want to maintain good relations with others and therefore, tend

*Pronounced Pē ah zhā'z

to be cooperative. The beginning stage of this level, which is seen as early as age seven, becomes obvious by ten and peaks at age thirteen.

Kohlberg's research resulted in two very important conclusions about value development. First, value development is progressive; that is, one must move from one step to another and no stage can be skipped. Secondly, while one must have the intellectual ability to reach each stage of value development, intelligence does not guarantee that children will progress automatically to higher levels of value development.

There are several points that we need to remember about value development in young children. Research tells us that:

- Children are born without the ability to make value judgments.
- Children acquire their first values from their family.
- Families' values have more influence on children's values than do others outside the home.
- Children's concepts and understandings are different from adults. For instance, a preschool child doesn't reason about whether he was pushed accidently or intentionally. He pushes back or runs to tell an adult, because he sees only the fact that he was pushed and he thinks someone needs to be punished for it.

- Concepts and understandings about values change, not only as children mature intellectually, but also according to their social experience.
- Social interaction and role-playing are the most important factors in helping children develop reasoning skills.
- Children have to be able to reason in order to reach a high level of ability in making value judgments.

By observing and talking with preschool-aged children, Piaget concluded that children in this stage of development were self-centered and were not able to understand another's point of view. Thus, a child may ignore a rule or change it to meet his own needs, but will remind you or another child of the rule when it suits his purpose.

Young children do not have the maturity to consider others' needs and viewpoints before they act (or react). We can help them develop empathy and the ability to reason, but guiding children through this process takes patience and careful planning on our part.

2. Discuss the following questions:
   - Can you think of some situations in your center which are examples of Kohlberg's preconventional level of development?
   - Describe a situation in which one of your children has shown some characteristics of the conventional level of moral development.

PROMOTING POSITIVE VALUES

1. Present the following information on how to help children develop positive values:

We've already talked about some of the values we think would be beneficial for children to develop. Most of these values are ones which will help the child behave in ways that are acceptable to others, such as sharing, respecting others, honesty, and tolerance.

How do we help children develop these positive values? Two of the most important ways children develop in their understanding of value concepts are through social interaction and role-playing. We know that if we offer lots of opportunities for children to interact and to role-play in our center, we are providing the basic requirements for helping children make value judgments. Three additional methods that promote value development in young children are modeling, reinforcement, ,and problem-solving.

By modeling, we teach values indirectly (but very effectively), because children love to imitate. As they imitate our behavior, they "try on" our values and perhaps eventually accept them as their own values. This means that we must be consistent in reflecting our values or we will confuse them. If we want children to respect others, then we must always treat them respectfully. If we want children to say "please" and "thank you", then we must model good manners at all times.

Reinforcing acceptable behavior is another method of helping children develop positive values. When the teacher says to Johnny: "I like the way you're sharing the blocks with Jane," or when she smiles at Danny because he is helping Vicki mop up the spilled milk, these behaviors are reinforced and move another step closer to becoming permanent values for these children. As teachers, we need to be consistent in our expectations of children's behavior. We do not reinforce positive values if we expect Jimmy to respect Tommy's truck but say nothing when he tears Lynn's book.

Another way of reinforcing positive values is to read stories involving value decisions. By hearing about Jane, who has to choose between telling her mother what really happened to the vase or protecting her brother from being punished, children can learn how to process value judgments.

Problem-solving in a group discussion is an excellent way to promote value development in children from ages three to eight. A problem is posed by the teacher and the children try to think of several ways to solve the problem. The teacher leads the children in exploring the results of each of the proposed solutions as they decide which solution might be best. In helping children learn to make value judgments, the teacher should accept all ideas offered by the children without humiliating them or moralizing. (If you can buy or borrow one of the DUSO kits designed to help children

understand themselves and others, you will find many stories and problem-solving activities which promote value development. Refer to the Resources list for complete information.)

Involving children in making rules which will guide them in their classroom behavior is a problem-solving activity, and we are going to role-play an example of problem-solving right now. You are going to be the children and I will be the teacher. I want you to respond as you think your children would.

2. Present the following problem and lead the group in role-playing a discussion between a teacher and preschool children.

"I've noticed that several pages have been torn in some of our books. Let's talk about some ways we can keep that from happening again."

There will be a wide range of answers, such as:

- "Put the books away in the closet so no one can get them."
- "Make anybody who tears a book sit in the time-out chair."
- "If anybody tears a book, I'll tell you and you can make them stay inside when we go out on the playground."
- "Whip them! That's what my Daddy does."

Accept each answer seriously and try to respond to each in this manner:

"Well, that's true. If we put the books in the closet they wouldn't get torn. But how do you think you would feel if you never got to look at a book because they were always in the closet?"

Then move on to discussing the next solution they offer. Do not say that their answers are silly or scold them for being cruel. Children need to be guided through the process of decision making many times to help them develop the ability to make mature judgments.

If no one suggests turning the pages carefully, finalize the discussion by asking them to help you think of some ways we could treat books to keep them from being torn. Be sure to make positive rules, such as: "Turn pages carefully" instead of "Don't turn pages too fast."

3. As a summary to this section, ask the group to tell you some of the methods which can be used to promote the development of values in young children:

Answers may include: modeling positive values, reinforcing acceptable behavior by praise or smile, reading stories that involve making value judgments, problem-solving, involving children in planning the rules.

## DEALING WITH CHILDREN'S BEHAVIORS WHICH CONFLICT WITH OUR VALUES

1. Present the following information on dealing with negative behaviors such as lying, stealing and using inappropriate language.

As teachers, we often have to deal with behaviors which conflict with the community's accepted values. We are sometimes upset when we think a child is lying or has stolen something, or when a child swears or uses "bathroom words." When these behaviors surface, we need to deal with them in ways that will help children develop positive values. This section will summarize some of the reasons why young children may lie, steal, or use inappropriate language and then suggest some methods of handling these three problems when they occur.

Lying. Most adults value truthfulness, but we must remember that developing an understanding of truth is a long process for children. Young children usually have vivid imaginations and children under age five have difficulty distinguishing between fact and imagination. Some children between ages 5 and 8 exaggerate and tell "tall tales," but they usually know the difference between "pretend" and "real." Young children also do a lot of boasting. We often hear: "I'm bigger than you" and "I've got more trucks at home than you do." While excessive boasting or telling imaginary tales may be a cause for concern with older children, it is normal for the children under age eight. The best way to handle both these behaviors is to not be too concerned. Enjoy their imaginings and ignore their boasting. When children are four years or older, you may want to say

"That was a good pretend story" to help them distinguish between reality and fantasy.

Most children under age eight do not have the maturity to accept the blame for any wrongdoing. When directly accused, young children will instantly deny guilt. Many times it is the adult who causes the child to lie. When we say, "Did you break this doll?," we force the child to be defensive. If you think it was an accident or that the doll was not durable, don't make an issue of it. If you think it was deliberate, then deal with the problem of the child's being destructive, but don't force her to lie about it by asking her to take the blame.

Stealing. When a young child takes something that belongs to another person, it is usually solely because he wants it. He doesn't think of the item as belonging to someone else nor does he fully understand that he does not have the right to take something that belongs to another person. Developing an understanding of ownership is a long process and perhaps being in a group program every day delays this development somewhat. In our center, the toys do not belong to specific persons, but rather, there is a sense of group ownership. Thus, there may be problems with children who take the center's toys home or who take toys that other children have brought to the center to share. We need to deal with these problems in a way that will help children develop respect for others' belongings. Do not make

them feel ashamed or guilty. Accusing a child of stealing will only make him defensive and teach him to be secretive.

You can discourage children from taking toys from the center by having a specific place to store each item and helping children check to be sure every item is returned to its place after they have finished playing with it. Then it will be easy to spot any missing items. When a toy or piece of a toy is missing, enlist the children in a search for it. Make it a game. If they can't find it in the room, mention that it's easy to forget and put something in the pocket accidently and ask them to search their own pockets. When a child finds it in his own pocket, make it a happy occasion by saying: "Oh, good! Johnny found it! Please put it on the shelf where it belongs, Johnny."

The simplest way to reduce the problem of someone taking another child's belongings is to not allow toys to be brought to the center or to limit the days when toys can be brought from home. Some teachers have a certain day for sharing toys and limit the hours they can be shared. The rest of the day the toys are stored safely away. If you set some limits on bringing toys from home, explain your policy to the parents and be consistent about following the policy.

Using inappropriate language. We usually get excited when children begin to talk. We are amazed at

how quickly they learn new words. But we are not pleased when children swear or use "bathroom words." Most of the time preschoolers are imitating what they heard from someone else and don't really understand the meaning of the swear words they use. However, when adults are shocked or amused, they very quickly learn that these words are special. If we give children immediate attention when they use inappropriate language, they will repeat it whenever they want to get attention. The best way to deal with inappropriate language is to ignore it. Act as if you didn't hear a word.

However, this doesn't always work, especially if the child who is swearing or using bathroom words is a leader. Then the other children quickly follow his example and the problem gets out of control. One way to handle this is to talk to the leader in a friendly way about how unhappy you are about some of the children using inappropriate words. Ask him to help you teach the children how to play a new game or learn a new song. Usually when leaders are given some constructive ways of showing their leadership abilities, they will work with you and cease challenging your leadership.

Another way to respond when other children follow the leader's example of swearing is to ignore the leader and call the other children's attention to a new activity. It would be wise to have several activities in reserve for such occasions.

Sometimes children will persist in using inappropriate language, despite your efforts to ignore it or redirect the children. In that case, you may want to say in a very firm voice: "We do not use those words here." Don't give the child an opportunity to argue, but quickly redirect his attention.

If children tell you that someone else said a "bad" word, don't encourage them to tattle by getting upset. You might say: "Yes, I know" or "Oh, is he?" and change the subject.

2. Discuss problems staff are currently having with lying, stealing or the use of inappropriate language and methods which have been tried, (or will be tried in the future) to deal with these behaviors.

3. Conclude with the following information:

As you help children develop positive values, remember that many of the problems you will have are just part of the normal development of young children. Value development is a long process and we have the opportunity to guide children through the most crucial stages of development during the early years. It is a great responsibility but one which brings daily rewards as we see children grow in their ability to make appropriate value judgments.

ADDITIONAL SUGGESTED ACTIVITIES

1. Ask the staff to name as many influences on children's values as they can. (Families, teachers,

peers, intellectual ability, social interaction and experience are some examples.)

2. Ask staff to discuss how they think their experiences in the early years affected their adult values. Who or what were some influences during their childhood?

COMPETENCY EVALUATION

At the completion of the Development of Values workshop, day care center staff will be able to:

1. Explain the importance of value development in young children.

   Sample Acceptable Response: If children don't develop a positive value system, they may become adults who are indifferent and apathetic, have difficulty in making decisions or expressing opinions, are non-conformists or over-conformists. Children develop 80% of their values and attitudes by the age of six.

2. Identify the two levels of moral (or value) development in Kohlberg's theory and describe some of the characteristics of children's moral development during the preschool years through age ten.

   Sample Acceptable Response: Levels are preconventional and conventional. Children in the preconventional level are not able to reason right from wrong but make decisions based on punishment or reward. Children in the conventional level behave according to adult's expectations or conventional standards.

3. Describe at least two ways to help children develop positive values.

   Sample Acceptable Response: We teach value development through: (1) modeling or setting an example for the children; (2) reinforcement (approval and disapproval of children's behavior, reading stories about value

decisions); and (3) problem-solving discussions involving value judgments.

4. Explain some of the reasons why young children may lie, steal or use inappropriate language.

   Sample Acceptable Response:

   - Lying: Young children have difficulty distinguishing between fact and imagination. They tend to boast a lot. Children under age eight do not have the maturity to accept the blame for wrongdoing.
   - Stealing: Preschool children do not have complete understanding of ownership.
   - Using inappropriate language: Most swearing and using bathroom words is due to imitation of others or an attempt to get attention.

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# Development of Social Skills

# DEVELOPMENT OF SOCIAL SKILLS

By Craig Jones, Ph. D.

## PURPOSE

In the Development of Social Skills workshop, day care center staff will gain an understanding of theories concerning social behavior, ages and stages of social development, and some of the processes involved in the development of social skills of young children. In addition, techniques for positive intervention in conflicts between children as well as for developing prosocial behaviors will be presented.

## OBJECTIVES

At the completion of the Development of Social Skills workshop, day care center staff will be able to:

1. Know the importance of understanding theories of children's social development.
2. Describe the role of self concept in the social development of young children.
3. Understand typical social behaviors observed at various ages.
4. Understand the use of reinforcement and punishment in the control of aggressive behavior and in supporting prosocial behaviors.

OVERVIEW

During the Development of Social Skills workshop, you will:

1. Present and discuss two theories of children's social development.
2. Present and discuss information related to the ages and stages of young children's social development.
3. Describe and discuss typical social behaviors of children at different ages.
4. Discuss appropriate adult behaviors for dealing with children during social conflict and for supporting prosocial development.

MATERIALS

No materials are necessary for this workshop.

PROCEDURE

THEORIES OF SOCIAL DEVELOPMENT

1. Introduce the topic by presenting the following information:

Several theories of social and emotional growth have been developed. Two of these are the psychosocial and the social learning theories. Both of these theories have some valid points that help explain the development of young children.

The first theory was developed by Erikson. This theory is based on the psycho-sexual theory of Sigmund Freud but,

rather than focus on the sexual aspects of development, Erikson looked at the kinds of conflicts children face in meeting their own needs and desires while conforming to the demands of society.

The psychosocial theory identifies four stages of development. In infancy (birth to 1-1/2 years), children face the conflict of developing Trust or Mistrust. If trust is developed, the child will be better able to develop confidence in others and himself.

The second stage is called Autonomy vs. Shame and Doubt (1-1/2 to 3 years). During these years the toddler has strong needs to do everything for himself. This is how autonomy, which is Erikson's word for a sense of self, is developed. If a child is not allowed to do things for himself or is continually stopped, then shame and doubt may develop rather than a positive sense of self. From three to six years of age, the child is in the Initiative vs. Guilt stage. Now the child truly wishes to establish his independence. Children who are encouraged, given responsibility, and allowed to be independent will develop initiative. Children who are not successful or who are 'put down' develop a sense of guilt.

School-aged children, six to twelve years, are in the stage of Industry vs. Inferiority. To help children develop a sense of accomplishment or industry, adults need to provide conditions that lead to feelings of worth and success. Children learn to gain recognition by making objects or influencing their environment. They learn a sense of pride

in their abilities and accomplishments if adults recognize them for their successes. If children fail to develop this sense of industry, they will be more likely to develop a sense of inferiority.

The effect of this theory on programs and parenting emphasizes the need to gain the child's trust. Once the trust is developed, then the teacher/parent can have more influence on her development. Adults also must give the child 'room to grow'. This means letting the child take responsibility and allowing the child to learn by trial-and-error. The adult must also avoid shaming or making the child question his own worth. In this theory, the child's self-concept is central to social development.

During the same time the psychosocial theory was formed, the social learning theory was also developed. The social learning theory is a combination of theories developed by Watson, Bejou, Skinner and other behavioral theorists. It was founded on the notions that children learn behavior through observing others and through reinforcement of learned behaviors. It is very different from Erikson's theory. While Erikson assumes that there is some kind of internal push or drive, the social learning theory says that totally external forces influence the child's social development. These forces are imitation or modeling and reinforcement. Children's first models are their parents. As they grow older, children also imitate the behavior of other people. If the behavior is successful, then they are likely to repeat

the action. This is called reinforcement. If the behavior is not reinforced, then they will try other behaviors. The effect of the social learning theory has been an emphasis on the importance of modeling and the philosophy of molding children's social development through rewards and punishment.

For us, as teachers of young children, it is important that we look at these theories. It isn't important that we choose a particular theory as our own. Each theory seems to describe some important aspects of children's social development, but neither seems to cover everything.

The process of social development is very complicated. The way children grow up is determined by the way their environment, genetic background, health, parents, etc. interact with each other. There is no one theory that can explain it all. We can take pieces from each theory to make a plan that we feel is good for working with children. For instance, our plan can include allowing free play and encouraging expression of children's thoughts and feelings. Our plan can also include an emphasis on positive reinforcement and an awareness that our own behavior affects the social behavior of children.

As adults taking care of children, we must make sure that we:

- Help children develop positive self-concepts.
- Provide children with opportunitities to play and develop on their own without constant interruption.
- Be good models for social behaviors.

- Be aware of the power of reinforcement and use it to reinforce positive social behaviors.

2. Lead a discussion with these questions:
   - What do you think are the most effective ways to promote children's social development in centers?
   - What are the most effective reinforcers we use in our programs? When is it appropriate to use reinforcement? When is it not appropriate?

THE SOCIAL CHILD

1. Present the following information:

THE INFANT (Birth to One Year)

Infants are social. From the first touch and smile to the first demand for 'proper' behavior, infants are a part of our social world. Although infants do not have the power of spoken language, they are able to communicate and to understand us through touch, tone, and feelings. It is amazing how sensitive an infant is to tension in an adult who is holding him or to an atmosphere of anxiety. Of course everyone knows that infants let us know what they want and feel through crying. Mothers often even identify several types of crying depending on what their babies need.

Infancy can be divided into three periods of social development. From birth to six months the infant can imitate the smiles, frowns, raised eyebrows, etc. of others. If something happens that the infant doesn't like (loud noises,

wetness, etc.), a cry is the typical response. A social smile begins to appear after the child has learned to react to different things in different ways. Crying, imitation, and smiling are the child's first social actions.

From six months to one year we see rapid changes in the child's social behavior. The child becomes very closely attached to the mother or caregiver. A fear of strangers (stranger anxiety) grows strong. Slowly the infant can participate in games like peep-eye or patty cake. The child interacts much more with those who are known to her, but play is usually solitary.

THE TODDLER (One to Three Years)

During the second year, from one to two, the child needs to be very close to the mother or caregiver. Children enjoy doing the same game or activity over and over as if they are just learning it for the first time. Language is becoming a major factor in their social world. They can understand commands and requests and can make their own wishes known. We can hear them try out new words all of the time. As children move into the third year, their world expands greatly and social interaction develops at a rapid pace. For the caregiver working with children of this age it may seem difficult because instead of easily controlled, non-mobile infants, we must deal with active, talking, walking, full-of-energy individuals who want to have their own way. This is a period when children need much guidance and caregivers need more patience!

The toddler is sometimes frustrating because one minute he is a clinging baby and the next he wants to do everything by himself. It is very important that we encourage the child's attempts to do for himself and also give him the comfort he needs.

At this age the child is sometimes attracted to other children but does not have a real sense of friendship. Friendships are based on what the other child has or can do to satisfy the child's own needs rather than true friendship. The interaction with other children is often brief and can be aggressive. These 'fights' are normal and are ways children learn about other children. Although the 'fights' may seem serious, they are usually due to children's immaturity and lack of interaction skills. To the toddler everything is "mine".

During toddlerhood, dramatic play or pretending is a major outlet for emotions and an excellent way of learning. The child will use language and action to play out situations, both real and imagined. This focus on imaginative play can be a key to working with toddlers in our programs. Play, for the toddler, is usually parallel play or associative play. In parallel play, the child will enjoy playing near children and show an interest in others' play. The play, however, is still mostly by themselves. Children may share some toys or fight over them, but they will mostly stay to themselves. As the child moves into associative play, she will enjoy playing near other children and playing

in small groups. Children will play together but may not play by the same rules or even be playing the same game.

THE PRESCHOOLER (Three to Five Years)

The years from three to five are those of major changes for the child. Not only is the child moving from home to the 'real world', but he is learning all the 'rules' and expectations of many situations and people. At three years of age, the child is much more interested in himself or known adults than in other children. However, by four years he is moving rapidly toward cooperation and an interest in other children. At this age the child wants to be totally independent one minute and totally dependent on adults the next minute. We hear him say, "I want to do it myself", then, "Will you do this for me? I can't do it myself". Development at these ages does not flow smoothly. The child may be able to control impulsive behavior at some times and not others. Cognitive and verbal skills may advance while physical and social skills do not improve or vice versa. This is a period of growth spurts in all areas of development and can be confusing to the child as well as the parent or caregiver.

The preschool years are times when fears may develop. The three year old seems to have mostly visual fears like masks, the dark, animals, people in uniforms, etc. The four year old has mostly auditory fears like fire engines and other loud noises. The four year old will also have fears of mother leaving and possibly the dark. Around age five the

child becomes much less fearful of the dark, of animals, and of imaginary monsters. The fears of the five year old are much more realistic. For instance, the five year old may fear falling down and hurting himself. There may still be some insecurities such as fearing that mother will not return home or pick her up. Many of the fears may return around age six and new fears may develop.

As the child enters the preschool years, the peer group begins to have much more influence on the child's social behavior. In the preschool years, the child moves into cooperative play. Now children are very interested in playing with other children. They become aware of the feelings of others, play games with agreed-upon rules, designate roles, and seek each other out to play. This is the period when children learn to share and cooperate to reach a goal.

THE SCHOOL-AGED CHILD (Six to Twelve Years)

The school-aged child, for the first time, is beginning to be concerned about what others think. She has developed a better understanding about others' feelings and thoughts and is more able to put herself in the other person's position. This ability to take the role of others has a strong influence on the way children interact. This is especially true in the areas of aggressiveness and prosocial behaviors. Although this ability to actually put themselves in another's place and think about how others feel doesn't fully develop until the ages of 8 to 10, the child of 6-8 years is

beginning to develop these understandings. At this age the child usually wants to conform to rules and to do what is 'right'.

The peer group becomes more and more influential on the social development of children. Children begin to judge themselves in comparison with what others of their age are able to do. This has a great impact on their self-concept.

CAUSES OF ATYPICAL SOCIAL DEVELOPMENT

During any of the age periods described above, events can cause children to develop in what we might call 'atypical' patterns. Based on Erikson's theory, if the child does not develop trust during infancy, we would expect her to be unsure of herself in relationships, shy and not socially active. The school years can also have a great impact on the child's social development. If she doesn't develop a sense of industry and accomplishment, we would expect her to have a low self-concept and little confidence entering into new situations.

Other causes of poor social development include poor role models, little reinforcement, or reinforcement of inappropriate behaviors. Although our programs cannot compensate for lack of support during early years or for children's experiences outside of the center, it is vital that we recognize typical patterns of development and provide an atmosphere that will encourage positive development.

2. Lead a discussion with these questions:

- How would you describe the 'best' child in your classroom? What are the characteristics of this child? Would you want a whole class of these children? Why? Why not?
- Can you think of some examples of children who do not fit these descriptions of 'typical' development? What do you think might be some of the causes?

HELPING CHILDREN ADOPT ACCEPTABLE SOCIAL BEHAVIOR

1. Present the following information:

In our attempts to help children develop socially, there are two areas that we stress. The first is the control of aggression. In our center there are often times when children hit, bite, kick, fight, won't share, or act in other aggressive ways. We try to teach children better ways to act. The second area can be described as acting in prosocial ways. This means that we want children to learn to be sensitive to the needs and feelings of others. Prosocial behavior includes actions that benefit others rather than oneself (e.g., sharing, helping, comforting, and cooperation). These two areas (aggression and prosocial) are related. When we try to control children's inappropriate aggressive actions, we are helping them to act in more appropriate, prosocial ways.

In the control of aggression the two major techniques used are reinforcement and punishment. Reinforcement is defined as a result of an action that increases the chance that the same action will be repeated. Reinforcement can take the form of praise, attention, or material rewards from adults and peers. In addition, reinforcement can come from inside the child. For instance, feeling successful, making changes in the surroundings, or getting what you want can be strong reinforcements.

Punishment, as we all know, is suffering the negative results of our actions. All too often we, as teachers, rely too heavily on the use of punishment of bad behavior rather than the reinforcement of good behavior. What is intended as punishment may actually be reinforcing to the child's bad behavior. If the child acts out in an attempt to get attention, then any attention, even negative, is reinforcing. Punishment can also interfere with teaching the child appropriate behaviors. When the child is distressed by the pain of physical punishment or by getting 'time out', it is doubtful that she is receptive to our verbal explanations and attempts to teach better ways to act. If we use punishment in response to inappropriate behavior, we lose the chance to explain why the behavior was wrong and to teach better behavior. Finally, punishment, especially physical punishment, puts us in the position of being a model of aggressive behavior.

The best way to deal with aggression in young children is to prevent the aggressive acts from happening. The second

best method is to use intervention methods that involve explanations and instruction. The least effective method is the use of punishment. If all attempts at reinforcement fail, then a non-physical punishment like 'time out' may be effective.

Prevention of situations that lead to aggressive behavior is important. Aggression is most common in centers that do not have adequate space for children, plan few activities, have few items of multiple sets, and do not head off problems before they happen. By providing a place where children have materials and activities to occupy their time, we can help prevent aggressive behaviors. By being aware of the children and their needs, we are usually able to prevent most aggressive acts.

When aggressive behavior does occur, you can help children by intervening in a positive way. An example of a positive intervention to a common problem is when a child takes a toy from another child. Rather than punishing the child with a scolding, the teacher might explain, "When someone else has the toy, you may not take it away from him". The teacher would take the toy and give it back to the other child. Then the aggressor might be 'coached' to ask for a turn playing with the toy. If there are other toys exactly the same, you might show the child where they are kept. It is important to help the child learn alternatives to the aggressive actions rather than just punishing him.

As with most types of learning, children learn prosocial behaviors through watching others. In our programs we can also teach prosocial behavior by reinforcing the behavior and through actual instruction.

As models of prosocial behavior, we the teachers have a great deal of influence. The most influential models are those who are trusted by the child. We can tell the child appropriate ways to act, but she will learn more from watching us interact with others than from being told. Remember, children do as we do, not as we say!

The use of reinforcement of prosocial behaviors can have a 'ripple' effect. This means that when we reinforce a child it also affects the other children in the group. When the children see that they will be rewarded for 'good' behavior, then they are more likely to act in those ways. For example, if we see Sue and Mary help Tom get up after falling, we might praise them for helping their friend. This use of reinforcement doesn't have to be limited to incidents which just happen. We can arrange for these situations to occur so that we can reinforce them. It might be as simple as designating helpers for the day and expressing appreciation for the job. We can play games that require more than one person to play and comment on how well they cooperated. We can even tell a child to help another do something and compliment him for helping. This constant reinforcement of prosocial behaviors can influence the entire group of children.

Whether we are dealing with control of aggressive behaviors or trying to develop prosocial behaviors, we must understand that changes will not occur immediately. It takes time and much repetition for children to change behaviors. It is up to us as adults to provide them with the opportunities to develop, appropriate role models, and lots of patience.

2. Lead a discussion with these questions:

   - What are the best ways you have found to correct aggressive behavior? Is the use of punishment common in your community or center? Do you think it is appropriate?
   - What are some specific prosocial behaviors that you feel should be stressed in our center? Do you think they can be taught directly? How?

ADDITIONAL SUGGESTED ACTIVITIES

1. Have the group brainstorm common social conflicts in their programs. Assign roles appropriate to those problems and let the 'teacher' attempt a positive intervention.
2. Have participants sketch a floor plan of the center. Ask them to try to fill in the sketch with all play areas, play objects and furniture. Have them redesign the center for better play areas. Make a listing of play objects available to children.

Discuss the impact of space and play objects on the occurrence of aggressive behavior.

3. Ask participants to find a partner. Have the partners take turns describing the social behaviors and skills of a child, either their own child or one in their program. The other participant will then try to guess the child's age and explain why they guessed that age.

COMPETENCY EVALUATION

At the completion of the Development of Social Skills workshop, day care center staff will be able to:

1. Explain the importance of understanding theories of children's social development.

   Sample Acceptable Response:

   - Choosing a theory to support is not important. Understanding that each theory has some good points but does not totally explain social development is important. They all give us some good ideas for working with children (for instance, allowing free expression, building self concepts, allowing independence, modeling, and using reinforcement).

   or - Two theories are psychosocial and social learning. Each has some good points. Using the theories to figure out ways to work with children is the important part.

2. Describe the role of self-concept in the social development of young children.

   Sample Acceptable Response:

   The most important factor in social development is probably the way children feel about themselves and their abilities. This is called the self-concept. If children feel that they are successful, they will try more things and probably be successful at them. If the child has a poor self-concept, he won't try to do things and will probably not do well at what he tries.

3. Match each typical social behavior with the appropriate age.

| | |
|---|---|
| a. Attracted to others but plays alone. | 1. Infant |
| b. Conforms to rules. | 2. Toddler |
| c. Plays simple games of repetition. | 3. Preschooler |
| d. Moves toward cooperation. | 4. School-aged child |
| e. Takes roles of others. | |
| f. Has fear of strangers. | |

Sample Acceptable Response:

| | |
|---|---|
| a. 2 | d. 3 |
| b. 4 | e. 4 |
| c. 1 | f. 1 |

4. Describe the use of reinforcement and punishment in controlling aggressive behaviors and in supporting prosocial behaviors.

   a. What is reinforcement? List ways we reinforce behavior.

      Sample Acceptable Response:

   - Doing things that cause the behavior to continue.
   - We give rewards, praise and attention.

   b. How do we support prosocial development?

      Sample Acceptable Response:

   - By being a good model, reinforcing good behavior, and using positive intervention.

   c. What are some of the problems involved in the use of punishment?

      Sample Acceptable Response:

   - We can model aggressive acts.
   - The child might be upset so we lose the chance to teach good behavior.

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# Classroom Management

# CLASSROOM MANAGEMENT

By April V. Beavers, M.S.

## PURPOSE

In the Classroom Management workshop, day care center staff will become aware of teacher responsibilities in planning and organizing the program which may result in increased learning and fewer behavior problems. The staff will receive specific suggestions for developing the curriculum, managing the environment and handling the transitions of children from one activity to another.

## OBJECTIVES

At the completion of the Classroom Management workshop, day care center staff will be able to:

1. Recognize the relationship of program goals and objectives, staff interactions with children, the physical setting and the curriculum.
2. Understand the unit approach to curriculum planning and the parts of a lesson plan.
3. Arrange learning centers in a day care setting.
4. Develop appropriate schedules for both children and staff.
5. Handle children's transitions from one activity period into another.

OVERVIEW

During the Classroom Management workshop, you will:

1. Present and discuss information on the relationship of program goals, staff interactions with children, the physical environment and the curriculum.
2. Explain the unit approach to curriculum planning and list the parts of a lesson plan.
3. Present suggestions for arranging learning centers and schedules for both children and staff.
4. Describe several ways to manage the movement of children between activity periods.

MATERIALS

Blackboard with chalk and eraser or flip chart with markers and masking tape.

PROCEDURE

THE RELATIONSHIP OF GOALS TO OTHER COMPONENTS OF THE CENTER'S PROGRAM

1. Present the following information:

Each day care center should have clearly defined goals and objectives which describe the program. Goals are broad general statements. For example, goals for a day care center might include: "To foster children's growth in social-emotional development" and "To provide a safe, happy, and educational experience for young children".

Objectives directly relate to goals and are more

specific statements. Objectives can be measured and help determine if your center is actually meeting its goals. Some examples are: "The children will be able to express their feelings in acceptable ways with teacher guidance" and "The child will paint on paper at the easel for at least five minutes using one or more colors with the teacher's help". Objectives must be adapted to each child's age and ability.

The parts of a day care program must fit together like building blocks. A firm foundation of goals and objectives allows the rest of the program to grow and change without losing sight of the center's focus.

These goals and objectives should directly influence the curriculum planned for the children. Curriculum refers to the way the teacher organizes the educational activities. This includes "what" as well as "how" the children are taught. If the center places a high value on the social and emotional well-being of the children, the curriculum will reflect this value. Many learning activities will be directed toward sharing, helping others, and developing positive self-concepts. The staff will be warm and caring in their interactions with children and parents. The daily schedule will devote a lot of time to building social-emotional skills.

Another day care program might balance time and activities to focus on other areas of development. For

example, time might be spent on fostering motor, cognitive, language and self-help skills.

The physical setting should support the educational program of the center. A program which promotes self-help and independence will arrange the environment with hooks, steps, displays, and child-sized furniture so children can easily manage for themselves. This arrangement builds a sense of confidence in children.

Suggestions for schedules and room arrangements will be discussed later.

2. Lead the following activity:

As a group, make a chart showing several goals a day care center might have. List two or three ways a program might structure the staff interactions, classroom setting or curriculum to meet the goals.

Reflect on your own program. What changes might be made to better meet the goals of the center?

## CURRICULUM PLANNING

1. Present the following information:

A major part of the teacher's planning involves the curriculum. The unit approach is an effective way of integrating daily activities around themes. Units cover one or two weeks and should be based on children's interests, ethnic or cultural influences in the community, holidays, seasons, and the teacher's interests. Examples of unit topics are "All About Me",

"My Family", "People in My Neighborhood", and "Farm Animals".

The teacher using the unit approach should block out the day care calendar for a year with major topics to be covered. Fingerplays, story books, and field trips that relate to the unit can be included in the schedule.

Written plans communicate to all on the staff what is to happen, when each activity is to occur, and who is to be involved. Daily lesson plans are the major way to detail such decisions. Lesson plans are usually written and made available for all staff to use. Several staff may work on plans together so everyone has input into what is going to happen. Lesson plans also provide consistency for the children when it is necessary to have a substitute teacher.

Lesson plans usually include:

- Clearly stated objectives of what the children are to learn,
- Steps to follow in presenting activities, and
- Materials needed.

While not all activities need written plans, you will want to outline lessons for major events.

2. <u>Conduct the following small group activity</u>:

Have participants divide into small clusters of three people. Let each group select a different topic to be developed for a unit. Allow time for groups to brainstorm the activities, fingerplays, and songs to be

included in their unit. Have each small group briefly report back to the total group.

## MANAGING THE ENVIRONMENT

1. Present the following information:

The day care environment is formed by the arrangement of space, the equipment, and the schedule of activities. This environment has a powerful influence on young children. As mentioned earlier, the setting should be designed to both support the program goals and meet the needs of children and staff.

A clearly organized setting will help prevent and minimize behavior problems. Young children will more easily develop trust and security in such a home-away-from-home. In addition, numerous opportunities for active involvement in learning will be provided.

Safety

In arranging the room(s), equipment, and materials, staff must first consider safety factors. In addition to meeting State regulations, consider the following:

- Remove objects that are broken or have sharp edges.
- Monitor the use of all appliances.
- Use only toys, materials, and equipment that are safe, sturdy, and appropriate for the age of the children.

Teach children safety rules, such as: "Running is for

outside" and "Build no higher than your nose with blocks".

Learning Centers

The second major consideration in the physical setting is placement of learning centers. The learning center approach creates activity areas which are clearly defined and attractively arranged so that they invite children to use them. All materials that are used together are placed in the same area (for example, clothes, dolls, and dishes are kept with housekeeping furniture).

Programs for young children can include the following indoor learning centers:

- Dramatic play
- Gross motor area
- Arts and crafts
- Books
- Blocks (hollow and unit)
- Woodworking
- Science area
- Manipulative materials
- Water play
- Sand table

Learning centers help children focus attention on learning without a lot of distractions. Children learn that certain materials and activities go together. They also learn to care for and clean up materials.

Consider the following suggestions in arranging learning centers:

- Locate permanent features that can not be changed (electrical outlets, doorways, sinks). Determine placement of centers that relate to these features (for example: art activities near the sink, record player and tape player near electrical outlets).

- Arrange equipment and furniture to define and limit each area. If you can manage no more than four children at the easels, allow only that much space. Areas can always be enlarged as children's interests change.

- Make certain staff can see all areas of the classroom.

- Establish clear paths to the exits, bathrooms, and water fountains.

- Locate related areas nearby. Blocks and dramatic play often enhance children's play when used together.

- Place quiet areas away from noisy ones. Library materials and blocks should not be side-by-side.

- Use storage (rooms, closets, closed shelves) for unused items. This reduces clutter and makes the materials more inviting when they are used later.

- Avoid large open areas in order to prevent running indoors.

- Provide a small space for private and a get-away from peers.

- Place displays, shelves, hooks, and steps so children can manage for themselves.

- Label the contents of open storage shelves with catalog pictures and include printed words for older children. Outline block shapes so children can select the size desired. This encourages staff and children to return materials at clean-up time and develops a sense of order.

Staff can alternate the types of materials available in different areas according to the unit topic being studied. You will also want to change centers if children do not use one area for several days. New learning centers can be created. For example, a table can be set up as an office complete with scissors, paper, felt tip pens and a telephone.

## Schedules

Time management is another important building block in an environment for children. Directors and teachers must provide a regular routine in order for children to be comfortable and to predict what happens next. However, schedules should be flexible so adjustments can be made for children's interests and unexpected events. The amount of time allowed for specific activities will influence what children learn. A sample daily schedule may be found in Appendix 1.

All schedules for young children should:

- Be balanced between:
  * teacher-directed and child-directed activities,
  * active and quiet play,
  * indoor and out-of-door activities,
  * individual, small and large group times.
- Include greeting and dismissal times so a staff member can personally interact with each child.
- Be adjusted for the developmental levels of the group. Babies and toddlers need more time for feeding, toileting, and sleep than three or four-year-olds.
- Allow time for clean-up and transition to the next activity.
- Allow ample time for children to become involved in activities, make choices, and complete tasks without being rushed.

Staff schedules determine the responsibilities of each adult during all activity periods and transitions. Assignment of adults to activities attracts young children to those learning centers and increases their involvement in the activities. Additionally, staff time should be scheduled for activities not involving

children. This includes parent conferences, record-keeping, planning periods, and staff meetings.

By changing responsibilities periodically, staff do not become bored and soon can manage any area needing supervision. Infants and toddlers need to build a close relationship with a certain caregiver; thus, frequent staff turnovers with the youngest children should be avoided.

2. Discuss ways to handle the following situation:

A new day care teacher has arranged her classroom in a manner she finds suitable. Her desk is located so she can work on lesson plans while watching children play. The toys and child-sized equipment are arranged along the walls. Large bright posters cover the walls. However, she is at her wits end. The children run all over the room, squabble over certain toys, push and shove when lining up for art supplies or to wash hands. What suggestions can you give her?

Acceptable answers:

- Change room into learning centers
- Control the number of children playing in any area
- Avoid large open spaces
- Limit visual clutter
- Prevent line-up through managing transitions
- Schedule separate time for planning

- Interact with the children instead of sitting at the desk.

## MANAGING TRANSITIONS BETWEEN ACTIVITIES

1. Present the following information:

Moving a group of children from one activity period into a different one is referred to as a transition. Problem-free transitions allow teachers and children to spend the maximum amount of time in learning situations. However, ample time must be allowed for transitions so children can make the change at their own pace without being rushed.

Suggestions for managing smooth transitions are:

- Give children a five-minute warning: "It's almost time to clean up and go outside". Give individual reminders to children who need redirection.

- Use songs, chants, or signals (flip the light switch or ring a bell) to communicate what is going to happen. Refer to Appendix 2 for some simple songs to use. Soon children will be singing along as they clean up.

  With consistent use of such signals, children learn to relax and enjoy their play as they trust you to let them know when an activity is about to end. As the year progresses, you will be able to use the signal without verbal explanations.

  For infants and toddlers, continue to talk to them with the signals: "We are putting on our jackets so we can go outside". At the same time, physically help the child into his jacket. This builds understanding and vocabulary.

- Assign one staff member to supervise the next activity while a second staff person stays with the ending event.

- Dismiss children individually or in small groups to leave one activity and go to the next one.

This prevents children waiting in lines to wash hands or start an interesting project.

- Make a game of clean-up or moving from one place to another:

  * "Billy, can you hop like a bunny from our blue rug to wash your hands?"
  * "Will all the children wearing a belt crawl like bugs to wash your hands?"
  * "All the girls tiptoe to snack".
  * "If you are wearing stripes, walk backwards to get your jacket".

- Expect children to clean up before changing areas or activities. If several children are using materials in the first area, the child leaving could be asked to return at a scheduled clean-up time to help straighten that area.

Some children will have a harder time making transitions between activities or skills. These children, as well as most younger children, need plenty of advanced warning to finish up what they are working on. Let them know you will let them finish the project. If the child wants you to, help him complete the activity, put away materials and move into the next scheduled activity.

2. Have group members share a few typical problems with managing transitions and discuss possible solutions.

ADDITIONAL SUGGESTED ACTIVITIES

1. List changes necessary to bring your center closer to meeting the suggestions made in this workshop. Arrange them in order of priority.
2. Develop lesson plans to be used in a unit you want to develop.
3. Review your program goals and chart ways you are

meeting these goals. Identify additional ways to improve your curriculum.

4. Visit other day care centers. Examine the goals, room arrangement, lesson plans, schedule, and management of transitions. Jot down ideas you would like to use.

COMPETENCY EVALUATION

At the completion of the Classroom Management workshop, day care staff will be able to:

1. Explain the relationship of program goals and objectives, staff interactions with children, the physical setting and the curriculum.

   Sample Acceptable Response: The program goals and objectives should influence the total curriculum. The setting, schedule, and staff supervision of children should support what and how the children are to learn.

2. Describe the unit approach to curriculum planning for young children and list the parts of a daily lesson plan.

   Sample Acceptable Response: The unit approach organizes and integrates activities and materials, and states themes of interest to children and teachers. Lesson plans include what the children are to learn, steps in the activity used to teach the children, and materials needed.

3. Describe guidelines to follow when arranging classroom learning centers.

   Sample Acceptable Response: Place equipment and materials that go together in activity or interest areas, establish a safe environment, and locate quiet and noisy activities apart.

4. List separate sets of guidelines for developing schedules for children and for staff in a day care center.

   Sample Acceptable Response:

   - Children's Schedule: Balance indoor and outdoor time, quiet and active play, teacher and child-directed activities. Allow more time for younger children to complete self-help routines.
   - Staff Schedule: Assign staff to specific activities, schedule time for staff meetings and parent conferences, and change responsibilities periodically.

5. List three ways to manage transitions between activities.

   Sample Acceptable Response: Use a signal, provide five minute warning and reminders, and make the transition a game.

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# SAMPLE DAY CARE SCHEDULE

Developed by April Beavers

| | |
|---|---|
| 7:30 - 9:00 a.m. | Arrival - Greeting - Breakfast<br>Self-Selected Activities |
| 9:00 - 9:20 a.m. | Group Time - Plan for Day's Events<br>Singing<br>Unit Topic |
| 9:20 - 10:20 a.m. | Choice of Activities in Small Groups<br>Art — Dramatic Play<br>Blocks — Books<br>Table Games |
| 10:20 - 10:40 a.m. | Snack<br>Clean Up<br>Wash Hands<br>Snack |
| 10:40 - 11:30 a.m. | Outside Play<br>Wheel Toys<br>Climbing<br>Sand and/or Water |
| 11:30 - 11:45 a.m. | Story Time<br>Toileting<br>Wash Hands<br>Quiet Time for Story or Filmstrip |
| 11:45 - 12:30 p.m. | Lunch<br>Eating<br>Brushing Teeth<br>Transition to Nap Time |
| 12:30 - 2:00 p.m. | Nap Time<br>Sleeping<br>Toileting |
| 2:00 - 2:30 p.m. | Quiet Activities<br>Puppets — Science<br>Fine Motor Activities |
| 2:30 - 3:30 p.m. | Special Events - Snack<br>Field Trip — Guest with Pet<br>Puppet Show |
| 3:30 - 5:30 p.m. | Choice of Activities in Small Groups<br>Playdough — Blocks<br>Dramatic Play<br>Transition to go Home |

# TRANSITION SONGS

Compiled by April Beavers and Barbara Merrill

I. "Time to clean up, time to clean up,
Right now, right now."
(Repeat)

Tune: "Brother John"

II. "This is the way we clean our room,
Clean our room, clean our room.
This is the way we clean our room,
So early in the morning."

Tune: "Here We Go 'Round the Mulberry Bush"

III. "It is time to go inside,
Go inside, go inside.
It is time to go inside,
And wash our hands for lunch."

Tune: "Mary Had a Little Lamb"

IV. "Can you join our train, our train, our train,
Can you join our train and choo choo along?
Go this way and that way, and this way and that way,
Can you join our train and choo choo along?"

Tune: "Did You Ever See a Lassie"
(Form a train and lead children to the next activity.)